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ABSTRACT

An experimental approach to remedial writing instruction was compared with other teaching methods in common use in New York City, in a study involving 71 teachers of remedial English and 2,066 of their pupils. The experimental program correlated reading and writing instruction in a highly structured design for the purpose of improving expository writing. Objectives of the program included the analysis and development of instruments to provide accurate student profiles, utilization of teaching materials that specifically correlated reading and writing, training of remedial teachers to cope better with students' reading and writing problems, evaluation of progress within and between experimental and control groups, and articulation between high schools and colleges in preparing open-admissions students for college English. Results relevant to each of the objectives are reported, including the finding that approximately 80% of the experimental group, but only 45% of the control group, improved in their written work by the end of their semester of participation in the program. (AA)

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A STRATEGY FOR COPING WITH HIGH SCHOOL AND COLLEGE REMEDIAL ENGLISH PROBLEMS

by

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and

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A Center for Advanced Study in Education Project
Graduate School/University Center
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A STRATEGY FOR COPING WITH HIGH SCHOOL AND COLLEGE REMEDIAL ENGLISH PROBLEMS

PART I

INTRODUCTION

This study grew out of two earlier research projects completed by Professor Richard M. Bossone while serving at Baruch College as Director of Remedial English: Reading Study-Skills Problems of Students in the Community Colleges of City University of New York (1971) and Three Modes of Teaching Remedial English (1973), both of which made clear that college remedial English students have serious reading problems, know it, want help, but rarely get it.

The latter study, Three Modes, co-directed with Professor Max Weiner, tested three different approaches to the teaching of college remedial English writing: (1) Computer-Assisted Instruction, (2) Programmed Instruction, and (3) Sector Analysis, a form of descriptive grammar. Results of this study indicated that those college students who needed only a moderate amount of English remediation showed marked improvement in writing. It was equally clear, however, that none of the three approaches studied produced evidence of any significant progress in the students who needed intensive English remediation. The investigators found that the major obstacle to successful English remediation, in general, and to the achievement of college-level writing skills, in particular, was the students' inability to read well.

The Problem

In Three Modes it was observed that reading difficulties severely limited the scope of student comprehension, extended the hours students needed for study, and compounded their difficulties in learning how to write.

Several other research studies, such as Samuel Weingarten's English in the Two-Year College, Bossone's Remedial English in California Junior Colleges, and John E. Roueche's survey of research, Salvage, Redirection, or Custody, revealed additional obstacles to successful remediation: (1) that high school and college teachers, although equipped to teach prepared students, generally have inadequate training in remediation; and (2) that instructional resource services to support teachers' work in remediation are inadequate.

These problems are intensified by a paucity of objective information about materials, techniques, and procedures for remedial English instruction and testing. Present methods and tests in remedial programs have been developed usually through trial and error and are mainly based on vague hopes that these approaches may work. In particular, college remedial English instruction, as it is now practiced, tends to concentrate on writing; rarely is reading instruction required as a basis for the written work. This means college curriculum specialists tend to ignore research findings that a high correlation exists between students' reading and writing abilities and that students themselves want reading instruction to be part of a writing course.

If learning in open-door colleges is to become more effective, new programs and resource services need to be developed, tested, and continually improved. Nationwide, teacher training programs for college teachers of remedial English appear to be infrequent. Most universities approach remedial teaching as a minor task to be assigned to graduate assistants and other junior members of the faculty who have little understanding of the work. In secondary schools, where the need to teach basic English skills is recognized as a major goal and is generally taught by regular teachers, instructional techniques and materials also appear to be inadequate, for studies show that the success rate in high school English is lowest with students who need remediation most.

At The City University of New York (CUNY), there are numerous remedial programs, but there is no central facility to ensure that adequate instructional resources will be offered to teachers of unprepared freshmen at its various college units. Considering their diversity in content, approach, class size, and standards, the remedial courses offered at the separate colleges do not guarantee students or the public that University-wide remedial instruction is equal or effective. A large number of open admissions students in The City University, despite their attendance in remedial English courses, fail to make satisfactory progress. What is needed, then, is a strategy of action that will ensure success in reading and writing skills for unprepared students, both at the high school and college freshman level.

In the future, increased teaching expertise, adequate staffing, and availability of resource materials may resolve students' learning problems. But first, systematic investigations must be made. The present study is one such effort. It is based on findings by Weingarten, Bossone, and Roueche, cited above, and postulates that reading skill is essential to writing skill. For this study, a program was designed to facilitate instruction in basic English skills. This program integrated reading (analysis) and writing (synthesis) in sequential lessons. In addition, a strategy was developed to train high school teachers and college interns to use the program design.

Fifteen teacher-seminars, including demonstration lessons, were provided for all instructors who used the program design in their English classes.

General Purpose and Objectives

The general purpose of this project was to study the effect on students' writing of restructured remedial English courses which correlate reading instruction with writing instruction. The specific objectives consistent with this purpose were:

1. To analyze and develop testing materials and other instruments in order to obtain an accurate profile of students' competencies and problems so that proper instruction could be planned.
2. To utilize appropriate teaching materials that set forth student learning objectives, lessons, and worksheets that specifically correlated reading instruction with writing instruction.
3. To improve remedial English instruction by training teachers to cope with reading and writing problems as well as some English as a Second Language problems.
4. To evaluate the progress of students in experimental groups (i.e., those who used the special curriculum materials and who were taught by specially trained teachers) with the progress of students in control groups (i.e., those who used a variety of materials and who were taught by teachers with no special training).
5. To bring about constructive articulation between the New York City high schools and The City University of New York in preparing open admissions students for college English.

To achieve these objectives, this study was conducted in three parts: a planning phase of six months (February 1975 - August 1975); the first implementation phase (fall semester, 1975); and the second implementation phase (spring semester, 1976).

Despite careful planning in the first phase, the investigators were bedeviled throughout the implementation phases of this study by public events beyond their control. In accordance with Murphy's Law "whatever can go wrong will go wrong," a great deal went wrong. The more significant events which created problems for this study were:

1. In the fall, 1975, the New York City teachers' strike affected the number of high school teachers who could participate in the experiment. Then, Board of Education retrenchments reduced the number further.

2. After school reopened with fewer teachers, numerous adjustments in high school class enrollments affected the number of high school students able to participate in the experiment.

3. The fiscal uncertainty of The City University resulted in faculty and student demonstrations which in turn contributed to student absenteeism and dropouts.

4. The closing of The City University prior to completion of some classes in the spring, 1976, affected the number of students available for final testing purposes.

Although these severe problems reduced the large sample of faculty and students planned for in the implementation phases of this study, the sample size that remained was adequate for research purposes.

PART II

PROCEDURE

Project Personnel

Personnel for this project were the Project Director, a Curriculum Specialist in Writing, a Curriculum Specialist in Reading, a consultant in English as a Second Language, two evaluators, a high school liaison person, and research assistants.

The Project Director, Richard M. Bossone, Ph.D., is Professor of English at the CUNY Graduate School. The Curriculum Specialist in Writing, Lynn Quitman Troyka, Ph.D., is Associate Professor of Basic Educational Skills, Queensborough Community College, CUNY. The Curriculum Specialist in Reading, Gertrude L. Downing, Ed.D., is Associate Professor of Education, Queens College, CUNY. All three have had a minimum of 15 years experience in teaching English and reading at both the high school and college levels. In addition, they have had extensive experience in designing curriculum materials and in conducting in-service workshops at local, state, and national levels. They have served as educational consultants and have published widely: Dr. Bossone has published a text on English skills, a text on English instruction, numerous research reports, and many articles on English education; Dr. Troyka has written several texts on basic English skills and has conducted research in English education; Dr. Downing has written articles on the teaching of reading.

The evaluators for this project were Max Weiner, Ph.D., Executive Officer of the CUNY Ph.D. Program in Educational Psychology and Director of the CUNY Center for Advanced Study in Education (CASE); and Anthony J. Polemeni, Ph.D., Director of the Office of Educational Evaluation, New York City Board of Education.

The consultant in English as a Second Language (ESL) was Robert C. Lugton, Ed.D., Professor of English, Brooklyn College. The New York City high school liaison and supervisor of the high school teachers in this project was Norvin Smookler, Department Chairman of English at Tottenville High School, Staten Island. The senior research assistants for this project were Pamela Di Pesa, Ph.D., who has taught remedial English and freshman composition at various colleges of the City University of New York, and Angela Leotta, who has worked on other research projects in English. In addition, there was a part-time research assistant: Irvin Schonfeld, a doctoral student in Educational Psychology.

Instructional Personnel

Classroom teachers comprised the instructional personnel. The experimental group of teachers who volunteered for the project attended the weekly seminars and used the project materials in their classrooms. In the experimental group, there were 13 high school teachers and 10 college interns in the fall semester, 1975; there were 17 high school teachers and 10 college interns in the spring semester, 1976. The control group consisted of volunteer teachers who did not attend the weekly seminars and did not use the project materials. In the control group there were 7 high school teachers and 4 college teachers in the fall; there were 10 high school teachers and 4 college teachers in the spring.

One of the original aims of this project was to retrain a total of 44 high school teachers, 22 each semester, but unforeseen circumstances reduced to 30 the number of high school teachers who were able to participate in the training seminars. The New York City teachers' strike, teacher retrenchments, and reassignments considerably limited the sample size. Therefore, fewer teachers were retrained than had been anticipated.

To obtain information about the professional backgrounds and educational opinions of the instructional personnel involved in the project, and to learn whether or not there were any marked differences between the high school and college teachers or between the experimental and control teachers, all teachers were asked to complete a questionnaire. The 29 brief questions concerned the teachers' professional training and experience, their views of their students' academic problems, and their teaching methods. In many cases the answers the teachers gave were based on previous teaching experience as well as on their experiences with their project classes. The following sections describe teacher responses.

Sex of Teachers and Grade Level Taught

The high school experimental group in the fall comprised 6 male teachers and 7 female teachers. This experimental group consisted of 12 eleventh-grade classes and 1 twelfth-grade class. The high school control group in the fall comprised 4 male teachers and 3 female teachers. The control group consisted of 6 eleventh-grade classes and 1 twelfth-grade class.

The high school experimental group in the spring comprised 2 male teachers and 15 female teachers. This experimental group consisted of 14 eleventh-grade classes and 3 twelfth-grade classes. The high school control group in the spring comprised 6 male teachers and 4 female teachers. This control group consisted of 10 eleventh-grade classes.

All college experimental classes were taught by college interns: the fall group comprised 4 males and 6 females, and the spring group comprised 3 males and 7 females. Each intern taught one course in remedial English for college freshmen under the supervision of a cooperating professor.

The college control group in the fall comprised 1 male teacher and 3 female teachers. The college control group in the spring comprised 4 female teachers. All college control group teachers taught freshman remedial English courses.

Academic Degrees

A profile of the highest academic degree earned by each teacher in this project is given in Table 1.

TABLE 1

Highest Academic Degree Earned
by Instructional Personnel

	No. of Teachers Fall 1975			No. of Teachers Spring 1976		
	B.A./B.S.	M.A./M.S.	Ph.D./Ed.D.	B.A./B.S.	M.A./M.S.	Ph.D./Ed.D.
High School Experimental	1	11	1	0	17	0
Control	0	7	0	2	8	0
College Experimental	6	4	0	7	3	0
Control	0	3	1	0	3	1

Teaching Experience

The teaching experience of the high school experimental group and control group teachers is shown in Table 2. In the fall, the high school experimental teachers' experience in teaching English ranged from 3 to 28 years, and the

TABLE 2

High School Teachers' Total Years Teaching English

No. of Years	No. of Teachers		No. of Teachers	
	Fall 1975		Spring 1976	
	Exp. (n=13)	Cont. (n=7)	Exp. (n=17)	Cont. (n=10)
3	2	1	0	0
4	0	0	1	2
6	0	1	1	1
7	0	1	1	1
8	2	1	3	2
9	1	2	0	1
10	0	0	6	0
11	1	0	0	0
12	3	0	1	0
13	1	0	1	1
16	0	1	0	0
18	0	0	0	1
20	1	0	1	0
21	0	0	1	0
22	0	0	1	0
25	1	0	0	0
27	0	0	0	1
28	1	0	0	0

high school control teachers' experience ranged from 3 to 16 years. In the spring, the high school experimental teachers' experience ranged from 4 to 22 years, and the high school control teachers' experience ranged from 4 to 27 years.

The high school teachers' total number of years at their present school is shown in Table 3. In the fall, high school experimental group teachers

TABLE 3

High School Teachers' Years at Present School

No. of Years	No. of Teachers Fall 1975		No. of Teachers Spring 1976	
	Exp. (n=13)	Cont. (n=7)	Exp. (n=17)	Cont. (n=10)
2	1	2	0	1
3	1	0	1	1
4	2	0	3	0
5	0	2	1	1
6	1	0	1	1
7	1	1	1	1
8	2	1	2	2
9	0	0	3	1
10	1	0	1	0
12	0	0	2	0
13	1	1	0	0
15	0	0	1	0
16	0	0	0	1
18	1	0	0	0
19	1	0	1	0
21	1	0	0	0
23	0	0	0	1

had from 2 to 21 years experience in their present schools, and the high school control group teachers had from 2 to 13 years experience at their present schools. Also, in the spring, the high school experimental group teachers had from 3 to 19 years experience at their present schools, and the high school control group teachers had from 2 to 23 years experience at their present schools.

In the college experimental group, all teachers were interns. Therefore, all had had limited or no experience in teaching English. In the fall, 7 of the 10 college interns had had no previous experience in teaching English. In the spring, all 10 college interns had had no previous experience teaching English.

The teaching experience of the college control teachers is shown in Table 4. In the fall, total years of experience among college control

TABLE 4

College Control Teachers' Total Years Teaching English

No. of Years	No. of Teachers Fall 1975 Control* (n=4)	No. of Teachers Spring 1976 Control* (n=4)
5	1	0
6	1	1
8	1	1
9	1	0
12	0	1
18	0	1

*The college experimental teachers were college interns who had limited previous experience teaching English, and, therefore, they were not included in this table.

teachers ranged from 5 to 9 years. In the spring, the experience ranged from 6 to 18 years.

The college control teachers' years of experience at their present colleges are reported in Table 5. In the fall, the college control teachers had from 2 to 5 years experience at their present colleges. In the spring, the college control teachers had from 2 to 8 years experience at their present colleges.

TABLE 5

College Control Teachers'
Years at Present College

No. of Years	No. of Teachers	No. of Teachers
	Fall 1975	Spring 1976
	Control* (n=4)	Control* (n=4)
2	2	1
4	1	0
5	1	1
6	0	1
8	0	1

*The college experimental teachers were college interns, who had no years at their present colleges, and, therefore, they were not included in this table.

Courses Taught and Course Preferences

In both semesters, the high school experimental and the high school control teachers indicated that they taught the full range of English courses--i.e., literature, composition, reading, creative writing, and various electives. In addition, in both semesters one-fourth of the high school experimental teachers taught courses in at least one of the following areas: journalism, film, media, humanities, speech, or psychology. On the other hand, in both semesters the doctoral interns and the college control teachers taught only freshman remedial English.

When asked what courses they preferred to teach, the majority of the high school experimental and high school control teachers in the fall indicated that they preferred to teach literature and creative writing. In the spring, the two new groups of high school teachers expressed a preference for teaching literature and composition. In both semesters, the majority of the doctoral interns indicated that they preferred to teach literature, while the college control teachers reported that they preferred to teach literature and composition courses.

Frequency of Conferences with Students

In both the fall and the spring, a majority of the high school experimental and high school control teachers, and all of the college experimental and college control teachers indicated that they held conferences with their students outside of regular class hours. Seldom, however, was there a fixed time set aside for such conferences and seldom was there a fixed number of conferences or a specific amount of time allotted to each student.

Teaching Methods Employed

All teachers of both experimental and control groups were asked to indicate, on a check list, the teaching methods they employed in their classrooms. In providing this information, the teachers responded by reporting if they used each given teaching method "very often," "often," "sometimes," "rarely," or "never." Tables 6 and 7 show the teachers' responses to the teaching methods listed. As can be seen, all teachers used "discussion" most frequently in their classrooms.

TABLE 6

Instructional Methods Preferred by High School and College English Teachers Fall 1975

	High School Exp. (n=13)		High School Cont. (n=7)		College Exp. (n=10)		College Cont. (n=4)	
	Weighted Score*	Percentage**	Weighted Score*	Percentage**	Weighted Score*	** Percentage	Weighted Score*	** Percentage
Lecture	15	15%	11	19%	30	29%	5	12%
Discussion	39	38%	23	40%	32	31%	15	37%
Programmed Instruction	12	12%	6	10%	24	23%	11	27%
Television	4	4%	2	3%	0	0	3	7%
Team Teaching	6	6%	2	3%	0	0	0	0
Audio-Visual	19	19%	12	21%	4	4%	4	10%
Group Workshops	7	7%	2	3%	2	2%	3	7%
Other: Blackboard	0	0	0	0	11	11%	0	0

*Weighted scores were derived from assigning a weight of 4 for "very often," 3 for "often," 2 for "sometimes," 1 for "seldom," and 0 for "never." Scores were then summed within each method category.

**Percentages reflect the relative popularity of each method.

TABLE 7

Instructional Methods Preferred by High School and College English Teachers
Spring 1976

	High School Exp. (n=17)		High School Cont. (n=10)		College Exp. (n=10)		College Cont. (n=4)	
	Weighted Score*	Percentage**	Weighted Score*	Percentage**	Weighted Score*	Percentage**	Weighted Score*	Percentage**
Lecture	23	17%	20	22%	26	27%	8	20%
Discussion	58	42%	36	40%	31	33%	13	32%
Programmed Instruction	17	12%	12	13%	28	29%	6	15%
Television	4	3%	4	4%	0	0	1	2%
Team Teaching	7	5%	2	2%	2	2%	0	0
Audio-Visual	30	22%	15	17%	5	5%	6	15%
Group Workshops	0	0	0	0	4	4%	7	17%

*Weighted scores were derived from assigning a weight of 4 for "very often," 3 for "often," 2 for "sometimes," 1 for "seldom," and 0 for "never." Scores were then summed within each method category.

**Percentages reflect the relative popularity of each method.

Summary of Instructional Personnel Data

The data just reported on instructional personnel reveal that with only slight variations, the high school experimental and control group teachers were closely matched. In all groups, the ratio of female to male teachers was approximately the same; in the high school groups, there were more eleventh- than twelfth-grade classes; and in the colleges, all classes were in freshman remedial English. Teacher training and teaching experience backgrounds of the high school teacher groups were similar. Because interns taught all the college experimental classes, they had less training and experience than the college control teachers; however, to compensate for their lack of experience the interns were given a highly structured program of instruction to follow. The interns and control group teachers were very similar in their course and teaching method preferences and in handling student conferences.

Student Population Tested

In the fall, 1,012 students were enrolled in the classes used in this study. In the spring, 1,054 students were enrolled. In this study, the amount of post-instrument data available was affected by attrition because the research design called for using data only from students who had completed both the pre- and post-form of an instrument. Table 8 reports the number of students in the fall in each subgroup (high school experimental and control, college experimental and control) who took each post-instrument. Table 9 gives these data for the spring.

The student attrition rate in this project is explained in part by two factors which operate in any semester-long project that calls for post-testing on a number of different days: many eleventh- and twelfth-grade as

TABLE 8

Student Population Available for Post-Instruments
Fall 1975*

	High School Experimental	High School Control	College Experimental	College Control	Totals
Questionnaire	289	166	158	112	725
Essays	224	108	141	89	562
Reading Assessment (Curriculum-Based Test)	235	135	143	89	602
English Error Recognition (Curriculum-Based Test)	235	129	138	88	590

*The student population initially available to take the pre-instruments was 1,012. Of these 395 were in the high school experimental group, 246 were in the high school control group, 216 were in the college experimental group and 155 students were in the college control group. For the post instruments, an approximately equivalent percentage of students, randomly distributed, was available.

TABLE 9

Student Population Available for Post-Instruments
Spring 1976*

	High School Experimental	High School Control	College Experimental	College Control	Totals
Questionnaire	394	225	98	32	748
Essays	350	161	115	43	669
Reading Test Iowa, Vocabulary	350	185	93	20	648
Iowa, Reading Comprehension	275	152	86	19	532
English Test Stanford TASK, Test 2	326	141	104	35	606
Writing Apprehension Instrument	387	164	110	26	687

*The student population initially available to take the pre-instruments was 1,054. Of these 523 were in the high school experimental group, 287 were in the high school control group, 160 were in the college experimental group and 84 students were in the college control group. For the post instruments, an approximately equivalent percentage of students, randomly distributed, was available except in the college control group where the attrition, while random, was larger than that in other groups.

well as college students drop out of school during a semester, and absenteeism on the day of a test is very common. Other factors, such as the teachers' strike, discussed in Part I, contributed equally to the attrition rate.

Participating Institutions

The New York City high schools that participated in this project were: Aviation, Bryant, Christopher Columbus, Curtis, Haaren, John Jay, Newtown, South Shore, Tottenville, Washington Irving, F. D. Roosevelt, Sheepshead Bay, Andrew Jackson, DeWitt Clinton, Springfield Gardens, Bayside, John Adams, and Richmond Hill.

The colleges of the City University of New York that participated in this study were: Baruch, Brooklyn, Hunter, John Jay, and Queensborough.

Teaching Conditions and Student Characteristics as Described by Instructional Personnel

To identify teaching conditions that affected the teachers in this study, the high school and college experimental teachers were asked to write statements about such matters as classroom space, supplies, scheduling, and student characteristics. These written statements were confirmed by on-site observations by supervisors of both experimental and control classrooms. The teachers' descriptions of teaching conditions are presented in Part IV of this report; the teachers' descriptions of students are presented in Part III of this report.

Seminar-Workshop Goals

All high school and college experimental teachers were required to attend a weekly seminar-workshop aimed at increasing their abilities to understand more fully the correlation between reading and writing skills and to deal with a variety of learning problems.

At each session, a seminar was held during the first hour-and-a-half period. At this time, the instructional personnel were oriented to the goals of the curriculum and were presented with instructional materials entitled Teacher Activity Packets (TAPs).

Immediately following each seminar, a one-hour workshop was held to discuss further implementation of the materials, instructional techniques, procedures for grading student papers, and other related matters. In addition, some time was devoted to examination of available resource materials.

Materials Utilized

Teacher Activity Packets (TAPs)

As prescribed by the Project Director, 13 TAPs were utilized to provide the teachers of the experimental groups with methods and materials. Because of teacher suggestions about time constraints in the high schools, the TAPs were condensed into 10 packets for the spring semester. The reading and writing objectives were correlated so that the reading skills lesson served as a basis for the writing lesson and the writing skills reinforced the reading skills taught.

Each lesson contained "Teacher Planning Sheets," which included suggestions for ways of motivating the students and provided follow-up assignments for the skills being taught, and "Student Worksheets," which supplied structured materials and exercises.

An ESL addendum provided a commentary on the parts of the reading and writing lessons that might present problems for ESL students. Appended to each TAP were references to other teaching resources, such as sourcebooks where teachers could find additional multi-level exercises in the reading and writing skills being taught in the TAP. Teachers, thus, could provide individualized assignments for students needing extra practice.

The general goals of the curriculum were to teach students to read and understand expository writing of the type they encounter in high school and college and to teach students to write short expository essays of a similar type. These general curriculum goals were further refined into specific objectives for student performance in reading and writing:

In reading, the students were expected to identify the topic sentence and supporting details of a brief expository paragraph, to identify the subject and predicate of various types of sentences, and to follow the developmental pattern of an expository essay by recognizing major and minor ideas and their relationships.

In writing, the students were expected to write, without gross errors, a four-paragraph expository essay containing an introductory paragraph with a clear thesis statement, two body paragraphs with clear topic sentences and appropriate supporting-detail sentences, and a concluding paragraph.

Student Questionnaires

To obtain a complete profile of the students who participated in this project, pre- and post-questionnaires were administered to the students during both semesters.

The Pre-Questionnaire, administered at the beginning of the semester, consisted of 57 short questions designed to provide self-reported information about the students in both the experimental and control groups. Questionnaire items covered five categories: (1) social and educational background; (2) educational and career goals; (3) reading: attitudes and interests; (4) writing: attitudes and interests; and (5) problems in reading and writing.

The Post-Questionnaire, a modified, shortened version of the pre-questionnaire, was administered at the end of each term to make possible comparisons with pre-questionnaire responses. The post-questionnaire items were similar to those on the pre-questionnaire, except that they were slightly modified so that comparative data could be derived.

Writing Apprehension Instrument

Several studies have shown that many people experience anxiety when required to write in either a classroom or a job situation. When confronted with a writing situation, these individuals tend to postpone or avoid the writing act; when students cannot avoid writing, they feel under so much pressure that their performance is almost always impaired. Consequently, these students develop apprehension about writing.

This negative internal state can deeply affect students who are being given instruction in writing. An important aspect of this study, therefore, was to obtain crucial information about the learning process by assuming and then examining student apprehension about writing. In so doing, attention was focused on the affective as well as cognitive aspects of student writing development.

To measure the degree to which the experimental and control group students in the project felt apprehensive about writing at the beginning of the semester, and to determine whether the level of apprehension diminished after a semester of instruction, a writing apprehension instrument was administered. This instrument, developed by Daly and Miller,* consists of 26 statements about writing. Students were asked to indicate the degree to which each statement applied to them by circling one of the five responses, ranging from "strongly agree" to "strongly disagree." A sample of the instrument is shown in Appendix B.

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*For a discussion of the development and testing of this instrument, see John A.Daly and Michael D. Miller. "The Empirical Development of an Instrument to Measure Writing Apprehension," in Research in the Teaching of English, Winter, 1975, 9, 242-249. Permission for use was obtained from its developers by Dr. Anthony Polemeni, Director, Office of Educational Evaluation, New York City Board of Education.

Teachers' Self-Reports

As an ongoing monitoring of teacher utilization of the TAP materials, all experimental group teachers were asked to fill in a weekly self-report based on the previous week's materials. Each self-report form listed each of the separate reading and writing goals of the lessons. The teachers were asked to indicate what percentage of the time available was spent on each objective. To facilitate estimation of percentages, the self-report form was divided into the following categories: no time spent; from 1% to 29% time spent; from 30% to 59% time spent; and from 60% to 100% time spent.

Class Observation Reports

In order to determine the extent to which the project materials were being utilized in the experimental classes, and to identify problems that might arise in the presentation of these materials, observers visited each experimental class a number of times. The observers reported to the curriculum specialists the successes and difficulties teachers had in using the project materials.

Student Essay Profile

To maintain a record of the writing skills progress made by individual students in the experimental group, teachers were asked to keep a "Student Essay Profile" sheet for each student. This sheet constituted a record of the teacher's evaluation of the student's performance on four essays written during the semester. These essays, in addition to including the project pre and post essays, were part of the instructional TAP materials and were assigned at spaced intervals throughout the semester. For each of the four essays, teachers checked off on the profile sheet whether or not the essay revealed that the student had difficulty with such factors as ideas, organization, sentence structure, wording, punctuation, mechanics, spelling, and gross errors. Further, to guide the teachers in their assessment of student papers, a "General Criteria for Evaluating Student Writing Samples" chart was distributed and explained. (See Appendix B.)

Curriculum-Based Tests

For use in the fall semester, 1975, curriculum-based multiple-choice tests in both reading and writing were written to correspond to the curriculum objectives of this study. These curriculum-based tests primarily served to yield a skills profile of the target student population, thereby revealing the suitability of the curriculum objectives and materials in this study.

The items for the Reading Test were written by the project Curriculum Specialist in Reading; items for the English Error Recognition Test were written by the project Curriculum Specialist in Writing. Then, under the auspices of the Office of Educational Evaluation of the New York City Board of Education, the curriculum-based tests were given extensive pilot testing. The first pilot tests were administered to eleventh- and twelfth-graders at the end of the spring semester, 1975, prior to the implementation phases of this study. As a result of the data obtained, refined pilot tests were developed. These revised pilot tests were administered to sub-groups of 1,053 seniors who were attending summer high school English classes in 1975 in order to meet graduation requirements. All data from the pilot tests were analyzed and used for selecting final form items.

The final form of the curriculum-based test in reading used in this study consisted of 25 items. The sequence of questions followed each reading passage and called for determining main idea, thought pattern, word context, and inference. Correct answers were distributed at random among response positions. Based on item statistics, it was determined that from 32% to 92% of the pilot population got a correct score on the items selected for the final form. Also, the correlations between scores on a single item and total test scores ranged from .19 to .54.

The final form of the English Error Recognition Test used for this study consisted of 45 items. The items called for recognition of five gross errors in grammar: lack of agreement between subject and verb, sentence fragments, run-on sentences, incorrect case of pronouns, and incorrect principal parts of verbs. Correct answers were distributed equally among response positions. Based on item statistics, it was determined that from 45% to 90% of the pilot population earned a correct score on the items selected for the final form. Also, the discrimination index ranged from .34 to .62.

Standardized Tests

In the spring semester, 1976, standardized tests were used in place of the curriculum-based tests discussed above. This was done for two reasons: first, because the curriculum-based tests had served the purpose in the fall semester of revealing the suitability of curriculum materials for the target student population, it was no longer necessary to readminister them; second, because the investigators wanted to ascertain how the students in this study compared to other students in the country, it was decided in the spring semester to administer standardized pre- and posttests.

To test reading skills, Tests 1 and 2 of the Iowa Silent Reading Test, Level 2, Form E were used. To test English skills, Test 2 of the Stanford Test of Academic Skills, Level II, Form A was used. Reliability and validity, as reported in the manual for each test, were considered to be acceptable for the grade levels used in this study.

Level 2 of the Iowa Silent Reading Test is intended for use in grades 9 through 14, with norms differentiated according to post-high school plans. Test 1 is a 15-minute vocabulary test, consisting of 50 items that survey the depth, breadth, and precision of the student's general reading vocabulary. The student is asked to select from four options the nearest synonym of the stimulus word. Test 2 of the Iowa Silent Reading Test is a reading comprehension test in two parts, totaling 50 items. The test measures the student's ability to comprehend literal detail, to reason in reading, and to evaluate what has been read. The first part of Test 2 is a 26-minute test, consisting of 38 items that require the student to answer questions based on six short passages. The second part of Test 2 is a 13-minute test, consisting of 12 items that test short-term recall of a longer passage which the student is not allowed to review. Both parts of Test 2 include selections by established authors, chosen on the basis of quality and variety.

Level II of the Stanford Test of Academic Skills is designed for use with eleventh- and twelfth-graders and with community college freshmen. Test 2, the English test, is a 40-minute test intended to measure the student's knowledge and effective use of the English language. The test has five parts: (1) Part A deals with skills such as dictionary use, reference sources, and the nature and structure of language; (2) Part B asks the student to determine for each underlined passage in a short narrative whether there is an error in capitalization, grammar, punctuation, or no error; (3) Part C is a test of spelling errors based primarily on phonics and word-building skills; (4) Part D is a test of English expression that presents items containing four compound or complex sentences from which the student selects the one which best expresses the idea; and (5) Part E presents a series of four-sentence paragraphs in which sentences given out of logical order are to be properly reordered by the student.

Essay Test

To test aspects of the writing act not directly measured by multiple-choice items, an essay test was developed to correspond to the curriculum objectives of this study. Additionally, this test was designed to focus on the major underlying curriculum principle of this study: that careful reading and clear writing are inextricably related. The essay test required students first to read a short expository selection about typical communication problems and then to write a four-paragraph expository essay in which they explained and reacted to the ideas in the selection.

PART III

STUDENTS OF NEW YORK CITY PUBLIC HIGH SCHOOLS AND THE CITY UNIVERSITY OF NEW YORK

In order to develop information about students' backgrounds, goals, reading and writing attitudes, interests, and problems, descriptive data were collected from three sources: (1) a questionnaire administered to teachers of experimental and control group students in this project to elicit opinions about student problems in reading, writing, speaking, and listening; (2) descriptive statements about the students, prepared by teachers of experimental classes; (3) pre-questionnaires administered to all students at the beginning of each semester, to elicit information and opinions about their personal backgrounds and educational experiences, and post-questionnaires administered to students who completed the semester, to elicit information that might indicate whether or not changes in student attitudes and interests had taken place.*

Additional data were obtained from the Writing Apprehension Instrument, essay tests, and objective tests administered to students during this study; analyses of these data appear in Part IV of this report.

Students as Described by Teachers

High School

Difficulties in many areas of reading, writing, speaking, and listening were reported on the questionnaires administered to teachers of experimental and control groups in high school.

Major reading problems were identified as "inadequate vocabulary" and

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*For a description of the pre- and post-questionnaires, see "Materials Utilized," Part II of this report.

"inability to understand mood or tone in literature" in the fall and spring, respectively. In writing, the major problem identified both semesters was "inability to organize." In speaking, "repetition of phrases and expressions" and "impoverished vocabulary" were identified by teachers in both semesters as the most important problems. In listening, the "inability to select important details" was selected by teachers as the major problem of students in both semesters. Table 10 indicates the frequency with which teachers selected the specific student problems in each skills area. As Table 10 shows, teachers in both the experimental and control groups in both semesters made similar selections of student problems. Also, in many cases, teachers felt that numerous problems in the different areas of skill equally affected students' language achievement.

Low motivation caused severe learning problems, according to teachers who prepared descriptive statements of students in high school experimental groups. However, many teachers reported that motivation improved appreciably as students achieved increasing success during the semester with the instructional materials.

On the whole, student absenteeism and lateness were considered severe deterrents to sequential learning. In the spring, physical and emotional problems of individual students were occasionally reported as deterrents to progress, both for the individuals and, at times, an entire class. On the other hand, some teachers, especially in the spring semester, reported that they had unusually cooperative and interested classes.

Rating students' skills, most teachers classified the majority of their students in the average to below-average range but also indicated that a few in each class often needed intensive remediation or advanced

TABLE 10

HIGH SCHOOL TEACHERS' REPORTS OF STUDENT PROBLEMS IN READING, WRITING, SPEAKING, AND LISTENING GIVEN IN ORDER OF FREQUENCY (1 = MOST FREQUENT)

		Fall 1975		Spring 1976	
		Exp.	Cont.	Exp.	Cont.
READING	Inadequate vocabulary	1	1	2	2
	Inability to grasp central idea	2	2	4	4
	Inability to understand the mood or tone in literature	2	2	1	1
	Inability to grasp supporting ideas	3	2	3	3
	Inability to understand meaning of words in context	4	2	5	4
	Other: Lack of phonetic skills	6	3	0	0
	Other: Lack of interest	5	0	0	0
	Other: English as a second language problems	6	0	0	0
	Other: Unaware of structure	0	0	6	0
	Other: Misunderstanding words	0	0	6	0
	Other: Lack of concentration	0	0	6	0
	Other: Limited experience	0	0	6	0
WRITING	Inability to organize	1	1	1	1
	Inadequate knowledge of punctuation and mechanics	3	2	3	3
	Poor diction/vocabulary	2	3	4	2
	Commitment of gross errors in grammar	3	3	2	3
	Inability to spell	5	3	3	4
	Insufficient ideas	4	4	5	2
	Other: Lack of motivation	6	0	0	0
	Other: Unwillingness to rewrite	6	0	0	0
SPEAKING	Repetition of phrases and expressions	1	1	2	1
	Impoverished vocabulary	1	2	1	1
	Lack of fluency in oral expression	2	4	4	3
	Speaking in elliptical units	4	3	5	4
	Poor enunciation (diction)	3	4	3	2
	Other: Lack of confidence	5	0	0	0
LISTENING	Inability to select important details from what they hear	1	1	1	1
	Short attention span	2	2	2	2
	Inability to grasp main ideas of lectures	3	2	3	3
	Other: Lack of interest	4	0	4	0
	Other: Inability to distinguish tone	4	0	0	0
	Other: Failure to listen to peers	4	0	0	0

instruction. At times, diversity of the special needs made individualized instruction difficult.*

In discussing their views of students' progress, almost all teachers said they noticed improvement in their students' writing. Most teachers agreed that the greatest overall improvement occurred in essay structure, but they varied widely in their opinions of which type of student showed the greatest improvement: some thought that weaker students improved most noticeably; others, that the stronger students benefited most. Occasionally, teachers reported reading improvement, but most were unable to judge this area.**

The teachers' anecdotal reports also recorded a reduction in students' fear of writing. In some cases, students actually informed teachers that they had gained more confidence in themselves as writers. These anecdotes and observations, however, were not confirmed by the results of the Writing Apprehension Instrument, which are reported in Part IV of this report.

College

Students in both college experimental and control groups had difficulties in many areas of reading, writing, speaking, and listening, according to the questionnaire responses of college teachers. Generally, the frequency of student problems in each skill area, as reported in Table 11, shows that

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*In general, the teachers reported that they found the instructional materials at the appropriate level for the majority of their students. In cases where extra skill reinforcement or supplementary enrichment was needed, the teachers reported that they used the multi-level TAP Resources distributed with each TAP.

**The instructional materials were designed to achieve writing improvement through reading instruction. Growth in writing, which implies reading growth, was tested continually.

TABLE 11

COLLEGE INTERNS' AND TEACHERS' REPORTS OF STUDENT PROBLEMS IN READING, WRITING, SPEAKING, AND LISTENING GIVEN IN ORDER OF FREQUENCY (1 = MOST FREQUENT)

		Fall 1975		Spring 1976	
		Exp.	Cont.	Exp.	Cont.
READING	Inadequate vocabulary	1	1	1	1
	Inability to grasp central idea	4	1	1	2
	Inability to grasp supporting ideas	2	2	2	3
	Inability to understand the mood or tone in literature	3	2	4	3
	Inability to understand meaning of words in context	5	3	3	3
	Other: Lack of motivation	6	0	0	0
WRITING	Commitment of gross errors in grammar	1	1	1	1
	Inadequate knowledge of punctuation and mechanics	1	1	3	1
	Inability to spell	1	1	5	2
	Poor diction/vocabulary	1	1	3	1
	Inability to organize	2	1	2	1
	Insufficient ideas	3	2	4	2
	Other: Writing the way they speak	4	0	0	0
SPEAKING	Impoverished vocabulary	1	1	2	1
	Repetition of phrases and expressions	2	2	1	1
	Lack of fluency in oral expression	3	2	2	1
	Speaking in elliptical units	3	0	3	3
	Poor enunciation (diction)	3	2	4	2
	Other: Poor grammar	4	0	0	0
	Other: Speaking with an accent	4	0	0	0
	Other: Inability to organize thoughts	4	0	0	0
LISTENING	Short attention span	2	1	1	1
	Inability to select important details from what they hear	1	2	1	2
	Inability to grasp main ideas of lectures	2	2	2	1
	Other: Lack of interest	3	0	0	0
	Other: Hostility	3	0	0	0

college student errors were similar to those made by high school students, except that the "commitment of gross errors in grammar" in the writing area was observed more often by college teachers than by high school teachers. Students within college control and experimental groups in both semesters of the study also made similar errors. Also, as Table 11 shows, teachers of college groups believed many different problems in each skill area contributed equally to poor student performance in English.

Lack of motivation was reported as a greater problem in the spring than in the fall in the anecdotal accounts prepared by teachers of experimental groups. Absenteeism and lateness were also reported more often in the spring than in the fall by some teachers, but a majority of college instructors observed few problems in this area.

Wide heterogeneity in student skills within a single class was reported less frequently by college than high school teachers, and all college teachers observed improvement in their students' writing during the semester. College teachers differed over the areas where greatest improvement was shown: some felt sentence structure improved most; others thought organizational skills showed the greatest improvement. The teachers felt they did not have enough direct evidence to judge their students' growth in reading.

Students as Described by Themselves

Student questionnaires were administered at the beginning and end of each semester in order to learn how students perceived their own social and educational backgrounds, educational and career goals, reading and writing attitudes, interests, and problems.

A global picture of the students in this study was obtained in the fall semester by the tabulation of all student pre- and post-questionnaires, including the pre-questionnaires of students who did not complete the semester. In the spring semester, however, a more focused picture was obtained; all student pre- and post-questionnaires were paired, and students who did not complete the semester were excluded from the tabulation. The experimental and control groups were not substantially different in both semesters.*

A detailed view of students' responses may be found in Tables 30 to 49, in Appendix C; these tables show all response variables for each question and the percentage of students who responded to each variable. A narrative of the major findings in the student questionnaire follows.

Social and Educational Background (See Tables 30, 35, 40, and 45, Appendix C)

The percentages of males and females who participated in this study were approximately equal. In the high schools in both semesters, most students were 16 or 17 years old. In the colleges in the fall, most students were 17 or 18 years old; in the spring, most were either 18 years old or 20 and over.

All college students were freshmen. High school students, on the other hand, were in the eleventh or twelfth grades. In the fall, a larger number of experimental group high school students were in the eleventh grade (76%) than in the twelfth grade (23%), while in the control group an equal number were in the eleventh grade (49%) and in the twelfth grade (51%). In the spring, the experimental and control groups had relatively similar ratios of students in eleventh grade (81% experimental, 93% control) and twelfth grade (17% experimental, 7% control).

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*The diminished sample available to take the post-instruments (see Tables 8 and 9, Part II) was not substantially different from the larger sample available to take the pre-instruments, and therefore, student attrition may be assumed to be unbiased.

In high school, almost all the students (97% to 100%) were unmarried. In college, a large percentage (88% to 98%) were unmarried.

English was spoken at home by a large percentage of all students (69% to 82%), and similar percentages (67% to 84%) were American-born. An even greater percentage of all students (92% to 96%) spoke English among their friends. A small percentage of students had been born abroad and brought to America as infants (5% to 15%) or had lived in America fewer than five years (1% to 15%).

When asked to designate the category of their father's occupation, approximately one-third of the students in the fall high school groups selected "non-professional" (34% to 37%) or "other" (39% to 42%). The spring high school groups selected "laborer" (31% to 32%) or "other" (28% to 30%). In the college groups approximately one-third in the fall selected "non-professional" (33%), "laborer" (30% to 31%), or "other" (28% to 39%), and in the spring, "non-professional" (27% to 35%) or "laborer" (30% to 37%).

Education was considered to be important by the families of almost all students in both high school and college groups.

Outside jobs were held by approximately one-third of the fall high school students (35% to 39%) and by nearly one-half the fall college students (42% to 49%). In the spring, one-quarter of the high school students (26% to 28%) and one-third of the college students (32% to 38%) held outside jobs. One-half to two-thirds of the college students (55% to 66%) who worked did so for 16 hours a week or more, while only one-third to one-half the high school students (33% to 52%) with jobs worked 16 hours a week or more. Relatively few students (0 to 17%) worked fewer than 5 hours weekly.*

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*See Tables 30 and 40 in Appendix C for student responses to other job-related questions.

High school student preferences for work or school were about evenly divided, except that the fall control group students (65%) strongly preferred school over work. School was strongly preferred over work by college groups (72% to 90%). The "most time-consuming activity outside of school," for all students, however, was not "job" (10% to 26%) but "social activities" (26% to 56%).

Cutting English class was a more serious problem in college than in high school. A large percentage of high school students, at the beginning and end of each semester, reported they "never" cut English class (59% to 74%). Approximately two-thirds of the college students said in the pre-questionnaires that they "never" cut English class (63% to 66%), but on the post-questionnaires they indicated that they cut English class much more often (only 19% to 43% reported they "never" cut).*

English was rejected as a favorite subject by about three-quarters of all the students (67% to 83%).

In rating their overall school performance, slightly less than half the high school students in all groups (39% to 43%) thought they were "average," approximately one-fifth to one-third (22% to 30%) thought they were "average in some courses and excellent in others," and about another one-third (30% to 35%) thought they were "average in some courses and having difficulties in others."

"Satisfaction" with their own school records was reported by approximately one-fourth to one-third of all students (23% to 31%) in pre-questionnaires, but these percentages dropped at the end of each semester (15% to 23%), at which time most students indicated they were "somewhat" satisfied (41% to 50%) or had "no" satisfaction (35% to 40%).

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*See Tables 30 and 40 in Appendix C for student responses to additional questions about their English courses.

When asked if they liked to do homework, the largest percentage of students (40% to 63%) on pre- and post-questionnaires indicated "somewhat." Among those who indicated "no," a greater percentage were high school students (35% to 55%) than college students (11% to 31%).

The belief that school marks would affect their future was held by more than half the students (52% to 64%) answering all questionnaires, except for the spring college control group (81% pre-questionnaire; 66% post-questionnaire).

Educational and Career Goals (See Tables 31, 36, 41, and 46, Appendix C.)

Plans to enter college were reported by a majority of high school students. Many of the high school respondents indicated they would attend CUNY, either a four-year CUNY college (22% to 33%) or a two-year CUNY college (16% to 23%). Approximately one-fifth to one-third of the high school students (18% to 35%) reported on both pre- and post-questionnaires that they had no plans to attend college.

Those high school students who indicated they were college-bound gave as reasons, on both pre- and post-questionnaires, "choose a career" (28% to 36%) or "prepare for a job" (25% to 34%). Major reasons given by college students for attending college included "choose a career" (28% to 41%), "gain knowledge" (27% to 38%), and "prepare for a job" (20% to 36%).

Almost all college students queried in the fall indicated that they planned "to graduate" from college (93% to 99%). In the spring, the college experimental group reported almost entirely (97%) that they planned "to graduate," but the college control varied somewhat in response: on the pre-questionnaire, only three-quarters (71%) reported that they planned "to graduate," but by the end of the semester, almost all of them did (97%).

"Professional" careers were indicated as goals by the largest percentage of high school respondents (28% to 40%). "Non-professional" careers were reported as the goals of a smaller percentage (20% to 32%). "Professional" goals were indicated by a much larger percentage of college students (61% to (69%).

As for starting salaries in their career choices, approximately half the students in all groups replied that they had "no idea" (39% to 61%), but about three-quarters of the high school students (75% to 81%) and almost all college students (92% to 98%) indicated that they expected to qualify for better positions than their parents had.

Reading: Attitudes and Interests (See Tables 32, 37, 42, and 47, Appendix C.)

Two-thirds to three-quarters of all students (66% to 79%) said they liked to read. Most high school students (59% to 69%) rated themselves "fair" readers. A slightly larger percentage of college students (67% to 78%) rated themselves "fair" readers, while about one-fifth to one-fourth (16% to 29%) rated themselves "very good."

Most students (84% to 100%) reported they would like to improve their reading skills. Fewer students (high school students: 31% to 51%; college students: 47% to 77%) reported they liked to study reading skills.

In reference to reading comprehension, a large percentage of all students (55% to 80%) reported that they usually understood all reading assignments. An even larger percentage of all students (75% to 96%) reported that they remembered what they read.

Asked if they were "satisfied with reading education up to now," approximately two-thirds of the high school students (48% to 68%) in all groups indicated that they were. Fewer college students (23% to 47%) were satisfied with their previous reading education at the beginning of each semester; at the end of each semester, however, they (39% to 60%) indicated somewhat greater satisfaction. The greatest increase in satisfaction with reading education occurred in both college groups in the spring semester.

When asked if they would like to be in a special class to improve their reading skills, one-fifth to one-third of all high school students (20% to 37%) responded "yes." Among college students, the percentage of students interested in a special reading class was somewhat higher (32% to 47%).

In describing their reading habits, approximately half the students, except for the spring college groups, reported they read newspapers daily (47% to 53%). In the spring college groups, the percentage reading newspapers daily was smaller (34% to 44%). Magazines were listed as items read "sometimes"(38% to 47%) or "weekly" (23% to 30%). Reading preferences most frequently selected by all students were: "love stories" (21% to 34%), "science fiction"(20% to 32%), and "mystery/detective"(12% to 27%).

Among those students (approximately 50%) who held jobs, reading was reported to play "no part" (15% to 38%) or a "small part" (13% to 25%) in their jobs. Nevertheless, a large percentage of students (76% to 97%) indicated that they believed reading would be important in their future careers.

Writing: Attitudes and Interests (See Tables 33, 38, 43, and 48, Appendix C)

A favorable attitude toward writing was reported by approximately one-half to three-quarters of the students (53% to 72%) in all groups. Most students (66% to 79%) rated themselves "fair" writers. Most students (78% to 98%) indicated that they would like to improve their writing skills. However, only one-third to one-half the high school students (32% to 52%) and one-half to three-quarters of the college students (55% to 78%) reported that they liked to study writing skills.

Specifically, the desire to learn more about grammar was reported by a majority of high school students (47% to 72%) and by an even larger percentage of college students (79% to 99%). Three-quarters of the high school students (71% to 83%) indicated a desire to learn more about organization in writing, and an even larger proportion of college students (87% to 100%) reported the same desire. Improving spelling was also desired by a majority of high school students (61% to 75%) and by an even larger percentage of college students (74% to 100%).

Student opinions about the value of their most recent writing class shifted from the beginning to end of each semester: in experimental groups, the percentage of students who believed English class had helped them improve writing rose at the end of each semester (from 76% to 91%, pre-questionnaire; to 82% to 97%, post-questionnaire); among control groups, however, a marked decline occurred in student estimates of help received in their most recent English class (from 78% to 100%, pre-questionnaire; to 61% to 88%, post-questionnaire).

Asked to indicate whether or not they would like a special class to improve their writing, from one-fourth to three-fourths of all high school students (25% to 73%) indicated they would. In the fall, about half the college students (45% to 50%) wanted this kind of class. At the beginning of the spring semester, a large percentage of all college students (70% to 99%)

wanted such a class, but by the end of the semester, a smaller percentage (57% to 63%) did.

When asked where they preferred to be when writing, a majority (58% to 73%) selected "at home." Preferred types of writing included: "school essays"(28% to 43%, high school; 41% to 64%, college) and "letters" (23% to 32%, high school; 12% to 36%, college).

Of those students (approximately 50%) who worked, many (18% to 34%) reported writing played "no part" in their jobs. Writing as a "small part" of their jobs was reported by fewer students (7% to 31%). Nevertheless, a large percentage of students (63% to 95%) indicated a belief that writing would be important in their future careers.

Problems in Reading and Writing (See Tables 34, 39, 44, and 49, Appendix C.)

In reading, "inadequate vocabulary" was selected as the major problem by the largest percentage of students (22% to 30%) in all groups. Other reading problems selected with high frequency were: "inability to grasp supporting ideas" (14% to 23%), "inability to understand mood or tone in literature" (13% to 21%), and "inability to understand meaning of words in context" (12% to 21%).

In writing, "inability to organize" was the major problem reported by the largest percentage of students (21% to 38%) in all fall groups. "Gross errors in grammar" was selected by the largest percentage of all students (22% to 24%) at the beginning of the spring semester; by the end of the spring semester, "gross errors in grammar" and "inability to organize" were selected with equal frequency by the highest percentage of both experimental groups (20% to 23%), while "inability to organize" was selected with greatest frequency (26% to 29%) by both control groups.

A Comparison of Teacher and Student Descriptions

The attempt to develop an overall profile of students participating in this project, using reports by teachers and student responses to questionnaires, resulted in several corresponding and contradictory observations.

Both students and teachers perceived that students had reading and writing difficulties. In reading, "inadequate vocabulary" was the major problem reported by the largest percentage of all students. All teachers in the fall, and the college teachers in the spring, also reported "inadequate vocabulary" as the students' major reading problem. Spring high school teachers chose this area as the second major reading problem. (See Tables 10 and 11.) In writing, both teachers and students agreed that "inability to organize" was the most frequent handicap to good writing; teachers, however, also cited many other serious writing problems. (See Tables 10 and 11.)

A comparison of student and teacher reports on class attendance showed highly discrepant perceptions: while many teachers reported excessive absences in their classes, most of their students reported they "never" cut English class. As teachers tend to keep accurate records of student attendance, it may be assumed that students were reluctant to be candid about their attendance habits. A second equally reasonable explanation for the contradiction is student misinterpretation of "cut," which many take to mean "absence without good reason" rather than "all absences," including those for reasons of health, personal, or family problems.

A significant point of agreement was reached, however, by teachers and students in experimental groups--that student writing skills improved during the semester. Indeed, at the end of each semester, experimental group teachers reported noticeable gains. Also, the experimental group students at the end of each semester reported that their writing class had helped them improve their writing skills greatly.

PART IV

ANALYSIS OF DATA

Pre and Post Essays

All experimental and control group students were required to write an essay at the beginning and at the end of the semester. This essay test required students to read a short selection on communication in class and to write an essay in reaction to it.* The same selection was used for the pretest and posttest, but at no point before the administration of the posttest were the students told that they would be given the same test.

For the purposes of evaluation, each student's pretest essay and posttest essay were paired and then coded to conceal the sequence in which they were written and to conceal which group, high school or college, experimental or control, the student was in. Outside readers, who were either high school English department chairmen or college English professors and were in no way connected with this project, were selected to judge the essays. The outside readers determined whether the paired essays showed no difference in writing skills or whether one essay was better than the other.

In order to insure reliability, all outside readers were trained for the judging of essays by the Project Director at the same time and were present for readings at the same time. Discussion among readers was not permitted and rest breaks were encouraged to reduce the fatigue factor. The training of the readers included orientation to the "General Criteria for Evaluating Student Writing Samples" (see Appendix B), the same criteria used by the experimental group teachers to evaluate their students' writing during the semester. The training of the readers also included orientation to the method used for rating each essay. This method required the reader to rate all essays on a scale of 2 (poor) to 10 (good) or 1 (poor) to 5 (good) in seven specific areas: Organization (2-10); Ideas (2-10); Sentence Structure (2-10); Diction (1-5); Punctuation (1-5); Mechanics (1-5); and Spelling (1-5). The differentiated ranges of 2-10 or 1-5 indicated the different emphases to be placed on the various factors. Aggregate scores for each essay in the pair yielded either the judgment that there was no difference between the paired essays or that one essay was better than the other.

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*For a description of the essay test, see "Materials Utilized," Part II of this report.

Summaries of the results of both the fall and the spring semester readings are given in Tables 12 to 17. These tables show readers' judgments (frequencies) in preferring the pre essay or the post essay or in finding no difference between the paired essays. These tables also show the percentages (proportions) among the various preferences. These data were subjected to a chi-square test of independence. As these tables report, the post essays of the experimental group students were preferred significantly more often than were the post essays of the control group students.

These data, it should be noted, reflect simple preference, not magnitude of differences between two essays. In order to verify the reliability of judgments, approximately 50% of the essays were given a second reading by a reader who did not know the judgments of the first reader, and 15% of the 50% were given a third reading. For the purposes of data analysis, only the last evaluation of each pair was used in the tabulations. Considering the total number of paired essays in this study, very few sets were

TABLE 12

Readers' Comparison of Pre and Post High School Essays
Fall 1975

Frequencies

	Pre Essay Preferred	Post Essay Preferred	No Difference	
High School Experimental*	26	177	21	224
High School Control	48	43	17	108
	74	220	38	332

Proportions

	Pre Essay Preferred	Post Essay Preferred	No Difference	
High School Experimental*	.116	.790	.094	1.000
High School Control	.444	.398	.157	1.000
	.223	.663	.144	1.000

*$\chi^2 = 54.73, p < .001$

TABLE 13

Readers' Comparison of Pre and Post College Essays
Fall 1975

Frequencies

	Pre Essay Preferred	Post Essay Preferred	No Difference	
College Experimental*	16	114	11	141
College Control	32	45	12	89
	48	159	23	230

Proportions

	Pre Essay Preferred	Post Essay Preferred	No Difference	
College Experimental*	.113	.809	.078	1.000
College Control	.360	.506	.135	1.000
	.209	.691	.100	1.000

*$\chi^2 = 24.83, p < .001$

TABLE 14

Readers' Combined Comparison of Pre and Post High School and College Essays
Fall 1975

Frequencies

	Pre Essay Preferred	Post Essay Preferred	No Difference	
Combined Experimental*	42	291	32	365
Combined Control	80	88	29	197
	122	379	61	562

Proportions

	Pre Essay Preferred	Post Essay Preferred	No Difference	
Combined Experimental*	.115	.797	.088	1.000
Combined Control	.406	.447	.147	1.000
	.217	.674	.109	1.000

*$\chi^2 = 77.41, p < .001$

TABLE 15

Readers' Comparison of Pre and Post High School Essays
Spring 1976

Frequencies

	Pre Essay Preferred	Post Essay Preferred	No Difference	
High School Experimental*	31	302	17	350
High School Control	80	67	14	161
	111	369	31	511

Proportions

	Pre Essay Preferred	Post Essay Preferred	No Difference	
High School Experimental*	.089	.863	.049	1.000
High School Control	.497	.416	.087	1.000
	.217	.722	.061	1.000

*$\chi^2 = 117.79, p < .001$

TABLE 16

Readers' Comparison of Pre and Post College Essays
Spring 1976

Frequencies

	Pre Essay Preferred	Post Essay Preferred	No Difference	
College Experimental*	18	90	7	115
College Control	16	25	2	43
	34	115	9	158

Proportions

	Pre Essay Preferred	Post Essay Preferred	No Difference	
College Experimental*	.157	.783	.061	1.000
College Control	.372	.581	.047	1.000
	.215	.728	.057	1.000

*$\chi^2 = 8.61, p < .02$

TABLE 17

Readers' Combined Comparison of Pre and Post High School and College Essays
Spring 1976

Frequencies

	Pre Essays Preferred	Post Essays Preferred	No Difference	
Combined Experimental*	49	392	24	465
Combined Control	96	92	16	204
	145	484	40	669

Proportions

	Pre Essays Preferred	Post Essays Preferred	No Difference	
Combined Experimental*	.105	.843	.052	1.000
Combined Control	.471	.451	.078	1.000
	.217	.723	.060	1.000

*$\chi^2 = 119.09, p < .001$

judged as having no difference between them. In short, teachers who were trained to use the instructional materials helped their students to improve their writing skills significantly.

Classroom Teachers' Evaluation of Experimental Group Student Writing

As a cross-check of outside readers' judgments and as a record of teachers' judgments of ongoing student progress over the semester, the experimental group teachers kept a "Student Profile Sheet" on their experimental group students. This "Student Profile Sheet" was a checklist that asked the teacher to evaluate each student's work in ten important areas of writing skills.* The teacher used this checklist for four different essays, two of which were written in class and two of which were written as homework by each student during the semester.

High School Experimental Group Student Progress

In the fall, the high school experimental group teachers reported a diminishing number of student writing problems in the ten areas listed on the Student Profile Sheet. Table 18 presents the number of students with problems in each area on each of the four essays written during the semester. As can be seen, from the first to fourth essay the number of students with problems in Ideas diminished from 86 to 56; in Organization from 126 to 51; in Sentence Structure from 106 to 45; in Wording from 126 to 81; in Punctuation from 161 to 132; in Run-Ons from 97 to 55; in Sentence Fragments from 76 to 41; in Incorrect Principal Parts of the Verb from 43 to 40; in Lack of Subject-Verb Agreement from 72 to 42; and in Incorrect Case of Pronoun from 55 to 24.

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*For a description of the Student Profile Sheet and how it was completed by the teacher, see "Materials Utilized," Part II of this report.

TABLE 18

Number of Student Essays with Problems in Specific Categories
as Reported by High School Teachers
Fall 1975*

	First Essay	Second Essay	Third Essay	Fourth Essay	Row Totals
Ideas	86	63	72	56	277
Organization	126	70	64	51	311
Sentence Structure	106	66	53	45	270
Wording	126	92	78	81	377
Punctuation	161	149	136	132	578
Run-On Sentences	97	77	73	55	302
Sentence Fragments	76	55	57	41	229
Incorrect Principal Parts of Verb	43	39	27	40	149
Lack of Subject-Verb Agreement	72	51	46	42	211
Incorrect Case of Pronoun	55	31	28	24	138
Column Totals	948	693	634	567	2,842

*Only students who wrote all four essays or three of the four essays are included.

Table 19 reports the results of correlated chi-square tests used to see if each diminishing number of problems between the first and the fourth essays was statistically significant. Also, detailed 2 X 2 tables on these data appear in Appendix D. As the 2 X 2 tables show, except in the area of Incorrect Principal Parts of the Verb, a statistically significant smaller number of students made errors in nine areas of writing by the end of the semester.

In the spring, similar results were found. As can be seen from Table 20 from the first to the fourth essay, the number of students with problems in Ideas diminished from 123 to 51; in Organization from 155 to 35; in Sentence Structure from 167 to 64; in Wording from 171 to 88; in Punctuation from 223 to 182; in Run-Ons from 104 to 38; in Sentence Fragments from 100 to 33; in Incorrect Principal Parts of the Verb from 85 to 28; in Lack of Subject-Verb Agreement from 93 to 45; and in Incorrect Case of Pronoun from 72 to 34.

Table 19 reports all the correlated chi-square tests on these data. Also, detailed 2 X 2 tables on these data appear in Appendix D as well. As the 2 X 2 tables show, a statistically significant smaller number of students made errors in the ten given areas of writing by the end of the semester.

College Experimental Group Student Progress

In the fall, the college experimental group teachers reported a diminishing number of student writing problems in the ten areas listed on the Student Profile Sheet. Table 21 presents the number of students with problems in each area on each of the four essays written during the semester. As can be seen, from the first to the fourth essay the number of students with problems in Ideas diminished from 49 to 31; in Organization from 88 to 31; in Sentence Structure from 75 to 31; in Wording from 93 to 68; in

TABLE 19

Summary of Comparisons of Failed First Essay, Passed Fourth Essay, Teacher Evaluations

	High School Fall 1975	College Fall 1975	High School Spring 1976	College Spring 1976
	χ^2	χ^2	χ^2	χ^2
Ideas	8.24**	4.45*	48.91***	7.76**
Organization	42.04***	33.88***	102.86***	44.08***
Sentence Structure	41.02***	16.20***	71.20***	20.83***
Wording	19.05***	5.12*	50.28***	28.13***
Punctuation	4.07*	17.78***	17.33***	20.83***
Run-On Sentences	20.25***	0.11(N.S.)	41.09***	8.80**
Sentence Fragments	17.75***	5.44*	43.58***	22.50***
Incorrect Principal Parts of Verb	0.07(N.S.)	6.26*	37.34***	9.53**
Lack of Subject-Verb Agreement	12.65***	0.10 (N.S.)	30.32***	11.76***
Incorrect Case of Pronoun	19.57***	18.62***	24.90***	23.52***

*$p < .05$
**$p < .01$
***$p < .001$

TABLE 20

Number of Student Essays with Problems in Specific Categories as Reported by High School Teachers
Spring 1976*

	First Essay	Second Essay	Third Essay	Fourth Essay	Row Totals
Ideas	123	97	78	51	349
Organization	155	125	66	35	381
Sentence Structure	167	126	85	64	442
Wording	171	124	109	88	492
Punctuation	223	214	191	182	810
Run-On Sentences	104	87	59	38	288
Sentence Fragments	100	55	36	33	224
Incorrect Principal Parts of Verb	85	58	49	28	220
Lack of Subject-Verb Agreement	93	72	64	45	274
Incorrect Case of Pronoun	72	46	36	34	188
Column Totals	1,293	1,004	773	598	3,668

*Only students who wrote all four essays are included.

TABLE 21

Number of Student Essays with Problems in Specific Categories as Reported by College Teachers Fall 1975*

	First Essay	Second Essay	Third Essay	Fourth Essay	Row Totals
Ideas	49	55	40	31	175
Organization	88	77	51	31	247
Sentence Structure	75	59	43	31	208
Wording	93	102	74	68	337
Punctuation	110	100	94	74	378
Run-On Sentences	36	22	20	28	106
Sentence Fragments	43	42	26	21	132
Incorrect Principal Parts of Verb	24	30	32	25	111
Lack of Subject-Verb Agreement	37	32	38	17	124
Incorrect Case of Pronoun	24	29	19	2	74
Column Totals	579	548	437	328	1,892

*Only students who wrote all four essays or three of the four essays are included.

Punctuation from 110 to 74; in Run-Ons from 36 to 28; in Sentence Fragments from 43 to 21; in Lack of Subject-Verb Agreement from 37 to 17 and in Incorrect Case of Pronoun from 24 to 2. The number of students with problems in Incorrect Principal Parts of the Verb increased from 24 to 25.

Table 19 reports all correlated chi-square tests on these data. Also, detailed 2 X 2 tables on these data appear in Appendix D. As the 2 X 2 tables show, except in the areas of Run-On Sentences and Incorrect Principal Part of the Verb, a statistically significant smaller number of students made errors in eight areas of writing by the end of the semester.

In the spring, similar results were found. As can be seen from Table 22 from the first to the fourth essay, the number of students with problems in Ideas diminished from 39 to 24; in Organization from 61 to 15; in Sentence Structure from 68 to 41; in Wording from 78 to 48; in Punctuation from 79 to 52; in Run-Ons from 47 to 28; in Sentence Fragments from 60 to 30; in Incorrect Principal Parts of the Verb from 42 to 24; in Lack of Subject-Verb Agreement from 62 to 42; in Incorrect Case of Pronoun from 33 to 6.

Table 19 reports all the correlated chi-square tests on these data. Also, detailed 2 X 2 tables on these data appear in Appendix D. As the 2 X 2 tables show, a statistically significant smaller number of students made errors in the ten given areas of writing by the end of the semester.

Figures that graphically illustrate the high school and college trends just reported appear in Appendix D.

A Comparison of Student Writing Progress as Assessed by Outside Readers and by Classroom Teachers

In appraising the similarity in judgments of student essays made by the outside readers and by the classroom teachers, it should be kept in

TABLE 22

Number of Student Essays with Problems in Specific Categories
as Reported by College Teachers
Spring 1976*

	First Essay	Second Essay	Third Essay	Fourth Essay	Row Totals
Ideas	39	26	24	24	113
Organization	61	32	21	15	129
Sentence Structure	68	54	37	41	200
Wording	78	74	59	48	259
Punctuation	79	69	62	52	262
Run-On Sentences	47	28	31	28	134
Sentence Fragments	60	48	30	30	168
Incorrect Principal Parts of Verb	42	40	29	24	135
Lack of Subject-Verb Agreement	62	41	40	42	185
Incorrect Case of Pronoun	33	21	17	6	77
Column Totals	569	433	350	310	1,662

*Only students who wrote all four essays are included.

mind that the classroom teachers' evaluations were more subject to bias than were those of the outside readers. The classroom teachers knew the order in which their students' essays were written, had personal information about their students, and were aware of the weekly goals of the curriculum; none of this information was available to the outside readers. Further, the outside readers evaluated pre and post essays written by both experimental and control students. The classroom teachers, on the other hand, evaluated four essays written at four intervals during the semester by their students in experimental classes exclusively. More objectivity, therefore, can be attributed to the judgments of the outside readers.

In assessing pre versus post essays, the outside readers clearly preferred the post essays of the experimental group students. In assessing their students' progress during the semester, the experimental group teachers clearly found a diminution in the number of students who had problems in ten areas of writing skills. Thus, although at no time did the experimental group teachers and the outside readers consult each other, they reached the same conclusion: the students in the experimental groups in this study made significant progress in developing their writing skills.

Pre and Post Curriculum-Based Tests

In the fall semester, all experimental and control group students were required to take curriculum-based tests in reading and English error recognition at the beginning and end of the semester. These tests were based on the curriculum objectives in this project.

One purpose of administering these tests was to ascertain if the curriculum materials were suitable for the student population. Examination of the test scores, using group means (see Tables 23 and 24), shows that (1) the materials were at a suitable level, and (2) the experimental and control group students were at a comparable level.

Another purpose of administering these tests was to determine if measurable growth took place over the approximately 15-week semester. The investigators realized that progress in writing, in particular, is best measured by direct assessment of writing, as was reported earlier in this chapter; however, in an effort to learn as much as possible about the student population skill level, the curriculum-based tests were administered as pretests and posttests.

All test score data were subjected to two types of analyses: (1) correlated t-tests to ascertain if each separate group made progress and (2) analysis of covariance F-tests to determine whether the experimental or control group made progress in comparison to each other. Subsequently, subsets of items within each test were examined.

Reading Assessment Test

The Reading Assessment scores reveal statistically significant improvement within each group, except the high school control, as can be seen in Table 23. Also, as Table 23 shows, a comparison between groups reveals that, while neither college group achieved statistically significant higher scores than the other, the high school experimental group achieved statistically significant higher scores than did the high school control group.

In addition to the overall analysis of these Reading Assessment data, analysis of one specific subset of data (items 11-15) was undertaken. These items test comprehension of a short essay on communication, a selection that was also used to elicit writing for the pre-essay test. Thus, by looking

TABLE 23

Curriculum-Based Reading Assessment Scores
Experimental and Control Groups
Fall 1975

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	236	18.53	19.90	1.37	7.74**		
						1, 367	8.78*
High School Control	134	19.19	19.58	0.39	1.91 (N.S.)		
College Experimental	144	19.76	20.74	0.98	4.88**		
						1, 228	0.53 (N.S.)
College Control	87	19.79	20.56	0.77	3.39**		

There are 25 items in this test.

*$p < .01$
**$p < .001$

at the scores achieved on items 11-15 it could be determined if the students understood what they had to read in order to write the essay test. Data on items 11-15 are reported in Table 54, Appendix D. This table shows that within all groups there were statistically significant gains, but a comparison between groups reveals no statistically significant differences.

English Error Recognition Test

As can be seen in Table 24, the English Error Recognition Test scores reveal statistically significant improvement within both the high school and college experimental groups, but not within either control group. Also, as Table 24 shows, a comparison between the groups reveals that, while neither high school group achieved statistically significant higher scores than the other, the college experimental group achieved statistically significant higher scores than did the college control group.

For further examination of the data, the 45 items in this test were subdivided into 5 sets. Each set consisted of 9 items testing the recognition of one gross error. Thus, there was a separate set of 9 items for each of the following: (1) Sentence Fragments, (2) Run-Together Sentences, (3) Lack of Subject-Verb Agreement, (4) Incorrect Principal Parts of the Verb, and (5) Incorrect Case of Pronoun. Data on each of the five sets are reported in Tables 55 to 59 in Appendix D. These tables show that there were some statistically significant gains within each group, but there were no statistically significant differences in the comparison between groups.

Pre and Post Standardized Instruments

In the spring semester, all experimental and control group students were required to take standardized tests in vocabulary and reading comprehension

TABLE 24

Curriculum-Based English Error Recognition Scores
Experimental and Control Groups
Fall 1975

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	235	34.11	34.54	0.43	4.55**	1, 361	0.35 (N.S.)
High School Control	129	36.50	37.02	0.52	1.43 (N.S.)		
College Experimental	138	36.41	38.00	1.59	4.45**	1, 221	4.68*
College Control	86	36.94	37.28	0.34	0.75 (N.S.)		

There are 45 items in this test.

*$p < .05$
**$p < .001$

(Iowa) and in English (Stanford) at the beginning and end of the semester.*

One purpose of administering these standardized tests was to ascertain how the student population in this study compared to the norming population. Examination of the pretest and posttest scores, using group means converted to stanines, showed that the spring student population in this study generally fell into the below-average range.

Another purpose of administering these standardized tests was to determine whether measurable growth took place over the approximately 15-week semester. The investigators realized that progress in writing, in particular, is best learned by direct assessment of writing, as was reported on earlier in this chapter; however, in an effort to learn as much as possible about the student population, these standardized tests in reading and writing were administered as pretests and posttests.

All data on standardized test scores were subjected to two types of analyses: (1) correlated t-tests to ascertain if each separate group made progress from the pretest to the posttest and (2) analysis of covariance F-tests to ascertain if the experimental or control groups made progress in comparison to each other.

Vocabulary (Iowa)

The Vocabulary test scores reveal statistically significant improvement within each group, except college control, as can be seen in Table 25. Also, as Table 25 shows, a comparison between the groups reveals no statistically significant differences.

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*For a description of these standardized tests, see "Materials Utilized," Part II of this report.

TABLE 25

Iowa Vocabulary Scores
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	349	25.76	28.33	2.57	8.43*		
						1, 536	1.28 (N.S.)
High School Control	190	29.32	31.97	2.65	5.90*		
College Experimental	93	31.26	33.11	1.85	3.80*		
						1, 110	2.83 (N.S.)
College Control	20	31.70	31.55	-0.15	0.11		

There are 50 items in this test.

*$p < .001$

Note: The negative sign represents the direction of mean difference from pre to post.

Reading Comprehension (Iowa)

As can be seen in Table 26, the Reading Comprehension test scores reveal statistically significant improvement within each group, except college control. Also, as Table 26 shows, a comparison between the groups reveals that while neither high school group achieved statistically significant higher scores than the other, the college experimental group achieved statistically significant higher scores than did the college control group.

English (Stanford)

The English test scores reveal statistically significant improvement within each group for both high school groups but not for either college group, as Table 27 shows. Also, as can be seen in Table 27, a comparison between the groups reveals no statistically significant differences.

The latter finding may be attributed to the fact that, in addition to the relatively short time between the pretest and the posttest, less than a third of the English skills tested in the *Stanford* test related to the TAP instructional materials. That is, of the 69 items, 51 related to areas such as spelling, vocabulary, and capitalization, areas that did not receive major emphasis in the TAP materials; only 18 items related to such areas as order of ideas and effectiveness of expression, areas that did receive emphasis in the TAP materials. As mentioned earlier, this test was given to obtain comparative data on student populations.

Pre and Post Writing Apprehension Instrument

At the beginning and end of the spring semester, a writing apprehension instrument was administered to the experimental and control group students.*

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*For a description of the Writing Apprehension Instrument, see "Materials Utilized," Part II of this report.

TABLE 26

Iowa Reading Comprehension Scores
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	274	27.84	31.29	3.45	10.13***		
						1, 434	0.23 (N.S.)
High School Control	163	29.50	32.95	3.45	6.83***		
College Experimental	86	29.91	31.47	1.56	3.23**		
						1, 102	6.60*
College Control	19	23.63	22.68	-0.95	0.54 (N.S.)		

There are 50 items in this test.

Note: The negative sign represents the direction of mean difference from pre to post.

*$p < .05$
**$p < .01$
***$p < .001$

TABLE 27

Stanford TASK English Scores
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	323	30.67	33.41	2.74	7.09*		
						1, 464	1.79 (N.S.)
High School Control	144	33.91	36.43	2.52	4.40*		
College Experimental	104	34.74	35.34	0.60	1.06 (N.S.)		
						1, 136	1.98 (N.S.)
College Control	35	33.77	33.06	-0.71	0.68 (N.S.)		

There are 69 items in this test.

$^*p < .001$

Note: The negative sign represents the direction of mean difference from pre to post.

This instrument was administered to identify (1) the writing apprehension level of the students in this study, and (2) any change in writing apprehension levels over the approximately 15-week semester. All data are summarized in Table 28.

As can be seen, the average scores ranged from 66.98 to 72.38. On the instrument's scale of 26 (low anxiety) to 130 (high anxiety), these scores fall in the moderate range. Thus, all groups both at the beginning and end of the semester were found to be only moderately apprehensive about writing.

Table 28 also shows that within groups, only one group, the high school experimental group, showed a statistically significant decrease in its writing apprehension level. However, a comparison between the groups reveals no statistically significant differences.

To further examine these data, a response-frequency tabulation was made to determine if any particular item received a strong positive or negative response. Just as the total score data reported above reveal, the separate-item tabulation also reveals that the students in this study had a moderate degree of apprehension about writing. Responses to only one of the items deviated slightly from this moderate level: responses to the statement "Expressing my ideas in writing is a waste of time" reflected a relatively low level of apprehension.

Teacher Self-Reports

In both semesters, the experimental group teachers were required to fill in a Teacher Self-Report form on each TAP they completed. These forms, which listed each TAP's reading objectives and writing objectives, asked the teachers to estimate what percentage of class time available was used

TABLE 28

Writing Apprehension Instrument Scores
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Differences	t-test	df	F-ratio
High School Experimental	387	72.38	70.81	-1.57	2.88*		
						1, 548	.85 (N.S.)
High School Control	164	71.87	71.32	-0.55	0.61 (N.S.)		
College Experimental	110	68.35	66.98	-1.37	1.42 (N.S.)		
						1, 133	2.29 (N.S.)
College Control	26	67.58	70.15	2.57	0.73 (N.S.)		

The scale for this instrument ranges from 26 (low) to 130 (high).

*$p < .01$

Note: The negative sign represents the direction of mean difference from pre to post.

for each separate objective.* This form served as a check on teachers' progress through the TAP materials and as a constant reminder to the teacher of the correlation between reading and writing skills.

All teachers' percentage estimates for each TAP, fall and spring, were tabulated to ascertain the average percentage ($\overline{P}$) of time spent on each separate objective. A summary of the Teacher Self-Reports for each TAP is given in Tables 60 to 82 in Appendix D.

A number of findings are of interest. First, especially in the fall semester, a diminishing number of teachers completed the TAPs as the semester progressed. This is not surprising since the fall semester was shortened by the two-week public school teachers' strike and was further interrupted by many school holidays that occur in fall semesters. For the spring semester, in response to teacher and student suggestions, the total number of TAPs was reduced from 13 to 10. As a result, many more teachers completed the TAPs. Table 29 shows the number of teachers who completed each TAP.

Another interesting finding is that the majority of teachers spent approximately from 1% to 29% of their time on each separate objective in reading and writing. A minority of teachers spent from 30% to 59% of their time on some of the objectives, and few teachers spent from 60% to 100% of their time on any objective. Whenever teachers did spend more than 59% of their time on an objective, the objective pertained to writing. In addition, a slightly higher percentage of time was spent on the writing objectives in each TAP. From these observations a number of conclusions can be drawn: first, a majority of teachers implemented most of the objectives, and second, a majority of teachers covered all the materials in the TAPs they used. Thus,

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*For a description of the Teacher Self-Report form, see "Materials Utilized," Part II of this report.

TABLE 29

Number of Teachers Who Completed Each TAP

TAP	Fall (n=23)	Spring (n=27)
1	23	27
2A	23	27
2B	23	26
3A	23	27
3B	23	27
4A	22	26
4B*	22	--
5	20	25
6A	21	25
6B*	17	--
7A	14	22
7B*	11	--
8**	9	16

*In the spring semester, the "B" TAP was integrated into the "A" TAP.

**Review TAP.

it may be assumed that the teachers correlated reading with writing skills. Also, with slightly more emphasis on the writing materials, the teachers spent a balanced proportion of time on each objective.

Teaching Conditions as Described by Instructional Personnel

At the end of both semesters the experimental group teachers were asked to describe the teaching conditions in their schools.

High School Conditions

In the fall semester, a majority of the high school teachers in this project reported that teaching conditions in their schools were only minimally acceptable. A minority of high school teachers stated that teaching conditions in their schools were good and that the materials they needed were available.

Some unusual factors that hampered teaching effectiveness were the public school teachers' strike which shortened the semester and scheduling difficulties in the high schools which resulted in frequent transfers of students from one class to another during the first month of the term.

More common factors creating teaching problems were also reported. A typical class met five times a week, a schedule that generally met with teacher approval; however, in many schools each class meeting was only 38 minutes long, making it very difficult for some teachers to give full presentations of the lesson required in the project. As a result, instead of being able to teach an entire reading or writing lesson in one period, teachers were forced to subdivide the materials, causing some loss of continuity between related parts of single lessons. Also, students often arrived late to class, and some had to leave class early to participate in special activities. Several classes were scheduled so early in the day (7:20 a.m.) that low attendance and low motivation were inevitable problems. Outside noise (sometimes from the PA system in the school itself) interrupted lessons. Stationary furniture in some classrooms made flexible arrangements of study groups impossible. Most teachers also reported great difficulty in obtaining supplementary materials and teaching aids beyond the project materials provided for them. For example, overhead projectors and audio-visual materials were seldom available; many schools had no supply of paper for compositions, and several teachers found it "virtually impossible" to obtain a classroom set of dictionaries for students' reference.

In the spring semester, the majority of high school teachers stated that conditions in their schools were good and that materials and resources were available; however, a minority of teachers were severe in their condemnation of teaching conditions and complained of lack of supplies, insufficient chalkboard and storage space, and stationary desks which made flexible classroom arrangements impossible. Although most high school teachers in the spring semester reported more favorably on classroom conditions than did the high school teachers in the fall semester, both groups of teachers reported that student absence and lateness were key disruptive factors.

Taken together, the descriptions by the high school teachers of teaching conditions in the fall and spring semesters corroborate the major findings of the special American Federation of Teachers Commission* on the crisis in the schools of New York City: a debilitating cut-back in supplies, a growing problem with student motivation, and increased absenteeism.

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*Reported in the New York Teacher, February 8, 1976.

College

In the fall semester, college interns reported satisfactory classroom conditions. However, several interns reported that materials such as paper, chalk, erasers, and dictionaries were not generally available. Also, in a few cases, the classrooms did not have enough chairs, and the interns had to search for additional chairs before each class. In addition, a small number of interns reported either that their classrooms were poorly heated or ventilated, or that noise from outside construction interfered with their teaching. While few reported overwhelming problems with classroom conditions, almost all interns felt that their classes did not meet often enough. In their opinion, 2½ to 3 hours of class per week in one semester was inadequate time for students to remedy their problems in reading and writing. The fall interns also noted that time was further reduced by several holidays at the beginning of the semester.

For the spring semester, the college interns also reported satisfactory classroom conditions, including the availability of necessary materials, resources, and physical conditions conducive to learning. Unlike college interns in the fall semester, the spring interns as a group did not express the need for more class time. Several reported, however, that campus problems, including the budget crisis and absenteeism, were disruptive factors.

The major difference, then, between the descriptions of teaching conditions by college interns in the fall and spring semesters was in their attitudes toward classroom time. This difference may be due to (1) fewer holiday interruptions at the beginning of the spring semester and (2) the spring project materials, condensed on the basis of suggestions from the experimental group teachers and students at the end of the fall semester, which were better suited to available class time.

Teacher Evaluation of Project Materials and Effectiveness

At the end of both semesters the experimental group teachers were asked to complete a questionnaire about the quality and effectiveness of the instructional approach. A majority of the teachers rated the materials "good" or "excellent." Further, a majority of the teachers said that the materials had been "successful" or "very successful" in helping their students improve their writing skills. Also, a majority of the teachers said they would like to use the approach in the future.

The teachers were also asked to describe any benefits to themselves or their students they felt had resulted from their participation in the project. The teachers reported that they felt the seminar workshop had helped them to improve their teaching, and thus, their students' reading and writing skills. Several teachers reported that the project increased their knowledge about the teaching of expository writing and made them aware of the great importance of teaching basic writing skills. Other teachers commented that their students liked the structured approach to writing and that the students benefited from having materials for their own use.

Student Evaluation of Project Materials and Instruction

The experimental group students in the fall semester were asked to complete a brief questionnaire about their opinions of the instructional materials. The student responses were then used by the project personnel in making revisions of the materials for the spring semester.

The questionnaire items asked for (1) evaluations of the Reading Student Worksheets and the Writing Student Worksheets, (2) judgments about the degree to which the students felt that the class instruction had helped them improve in reading and writing, and (3) suggestions for improvement of the materials.

Examination of the student responses reveals that few students rated the Student Worksheets "very poor" or "poor"; almost all students rated them from "fair" to "excellent" with the majority of ratings in the "good" category. In general, the high school students tended to rate the materials more highly than did the college students. Few students reported that the classroom instruction they received "did not help" or "helped somewhat"; almost all students reported they were either "helped" or "helped very much." In general, the high school students tended to rate the helpfulness of their classroom instruction more highly than did the college students.

PART V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Summary of Findings

This study has examined an experimental approach to remedial writing instruction as compared with other teaching methods commonly employed in New York City high schools and colleges of The City University of New York (CUNY). The unique feature of this study is the correlation of reading and writing instruction in a highly structured design for the purpose of improving expository writing.

This study, conducted during the academic year 1975-76, involved 71 teachers of remedial English and 2,066 students in 18 New York City high schools and 5 colleges of the CUNY system.

The study set out to accomplish five main objectives: (1) to analyze and develop testing materials and other instruments in order to obtain accurate student profiles so that proper instruction could be implemented; (2) to utilize teaching materials that specifically correlate reading and writing instruction; (3) to train teachers of remedial English to cope better with students' reading and writing problems through the use of Teacher Activity Packets (TAPs); (4) to evaluate the progress of students within and between experimental and control groups; (5) to achieve constructive articulation between New York City high schools and CUNY in preparing open admissions students for college English.

Within the scope of the data collected for this study, the investigators reached the following conclusions:

1. The first purpose of the project, to obtain accurate student profiles so that appropriate instruction could be implemented, was achieved by the

collection of data from students and teachers participating in the project, summarized as follows:

1.1 All students participating in the project, males and females in almost equal numbers, were in the eleventh and twelfth grades in high school or in the college freshman year. Their ages ranged from 16 to 18 in all groups, except that some college students were 20 years old or more. A majority of the student population spoke English at home and among their friends; very few were foreign born. Most were members of "non-professional" or "laborer" families, virtually all of whom held education in high regard. Many students who held outside jobs worked from 5 to 16 hours a week, but most did not find "jobs" as time-consuming as "social activities." A majority of high school students planned to enter college and aspired to an education higher than their parents had.

1.2 Many high school students indicated a desire to improve their language skills and to attend college. Those who hoped to enter college, as well as those already in college, believed that reading and writing would be important in their careers.

1.3 Student motivation, for the purposes of analysis, was linked to subject preference, level of skill, and attendance. The latter was measured by the cutting of classes, on the assumption that students tend to cut classes they do not like. According to teachers, student motivation for English study and level of skill were generally low, and absenteeism was high. Most students indicated they were not especially fond of the subject, their achievement was "average," and their attendance was good. Although these students rated themselves "average," standard tests in reading and writing indicated their scores were below national levels in these skills.

1.4 In estimating their reading abilities, most students reported that their reading comprehension was good, and that they remembered what they read. These estimates, however, were contradicted by scores achieved on standardized tests.

1.5 Reading preferences among all participants centered on love stories, science fiction, and mysteries. A greater number of high school students than college students read newspapers "daily," while some students reported they read magazines "weekly" or "sometimes." Student reading preferences, thus, reflected an appreciation of popular or escapist literature rather than a taste for more reflective works.

1.6 The desire to improve reading and writing skills was expressed by a very high percentage of students, but a much smaller number indicated a desire to study or do homework. This mixed motivation is only one of several signs that the students tended to be unrealistic about goals and the means to achieve them.

1.7 When asked if their most recent class had helped improve their writing skills, a much higher percentage of students in the experimental groups, than those in control groups, felt their English class had helped. These indications of student preference for highly structured learning, corroborated by teacher reports and scores obtained from outside evaluations of student essays, indicated that the TAPs provided appropriate instruction for a large percentage of those using them.

1.8 On specific language problems, students and teachers were in considerable agreement: in reading, inadequate vocabulary and comprehension of ideas appeared to be major handicaps to success; in writing, lack of organization and gross errors in grammar were perceived as major problems. Teachers, however, reported that the students had many more difficulties in reading, writing, speaking, and listening, than those noted by the students.

2. The second purpose of this project, to utilize materials that correlated sequential reading and writing instruction, was achieved by implementation of highly structured lessons.

2.1 Curriculum-based tests in reading and writing, administered at the outset of the project, resulted in a skills profile of the target student population which demonstrated the suitability of these instructional materials for this population.

2.2 The TAP materials, according to teacher and student evaluations, were judged to be at the appropriate level and were successfully employed. The materials were rated "good" or "excellent" by a majority of the teachers who also rated the TAPs "successful" or "very successful" in helping their students improve writing skills. Student responses to the materials were equally favorable: the majority rated them "good" and indicated that they had "helped" or "helped very much" to improve their reading and writing skills.

2.3 The discipline required to follow the correlated format of the materials was considered an additional benefit by many participating high school teachers and college interns who reported that the highly structured lessons with specific objectives provided clear direction and a sense of security for both instructors and students.

3. The third purpose of the project, to train teachers to cope better with remedial English problems in the classroom, was achieved through in-service teacher training.

3.1 A profile was obtained of teachers participating in the project who, although differing in age and teaching experience, had several important traits in common: all had volunteered for this project; all had little or no experience with developmental techniques for teaching basic reading and writing skills; and many preferred to teach only literature rather than literacy.

The in-service training seminars, therefore, were essential to prepare these teachers for the project, to provide motivation for the new approach, and to demonstrate techniques for employing the materials. As the seminars progressed, teachers observed reading and writing growth among their students and gained confidence in their own abilities to cope with students' remedial English problems.

3.2 Teacher evaluations of the in-service seminar, submitted anonymously, reflected the teachers' sense of accomplishment with the materials:

> I can only reiterate that I have seen very marked improvement in writing organization skills and ability to stand up under the stress of examination.
>
> ...other teachers in my school are amazed at the results.
>
> The majority of the students...rejoiced in their progress.
>
> It was a delight to teach structured, developmental lessons again. For the students it was a novelty. The class obviously enjoyed and profited from the course.

> I experienced greater confidence in my lessons because they were so highly structured. I know exactly where I was going for the week and what I wanted to achieve each day.
>
> My own personal enthusiasm for the project tended to carry over to the students involved. They sensed the logic inherent in the program and bought it. They felt that they were given the tools and could write quite readily on any given topic.
>
> I gained insight into how a remedial class should be structured.

4. The fourth purpose of the project, to evaluate progress of students within and across groups, was achieved through continual and varied measurement techniques: curriculum-based tests, standardized tests, questionnaires, writing apprehension scale, classroom essays, and essay tests.

4.1 Curriculum-based reading tests, administered to students at the beginning and end of the fall semester, revealed that the high school experimental group students achieved reading scores that were significantly higher than those of the control group students. There were no significant differences between the reading scores of the college groups.

4.2 Curriculum-based English error recognition tests, administered to all students at the beginning and end of the fall semester, revealed no significant differences between the high school experimental and control groups. The college experimental groups, however, scored significantly higher than the college control groups.

4.3 Standardized vocabulary and reading comprehension (Iowa) tests, administered to all students at the beginning and end of the spring semester revealed: in vocabulary, no statistically significant differences between groups; and in reading comprehension, while there were no statistically significant differences between high school groups, the college experimental group achieved statistically significant scores in comparison to the college control group.

4.4 Standardized English (Stanford) tests, administered to all students at the beginning and end of the spring semester, revealed no statistically significant differences between all experimental and control groups.

4.5 A Writing Apprehension Instrument, measuring students' fear of writing, administered to all groups at the beginning and end of the spring semester, revealed moderate apprehension levels among all students.

4.6 Ongoing essay evaluations revealed statistically significant improvement in the experimental groups in contrast to the control groups. Essay tests administered at the beginning and end of both semesters revealed that approximately 80% of the experimental group students improved in their written work, whereas approximately 45% of the control group students improved. These evaluations were made by trained readers who had no connection with this project. According to the judgments of experimental group teachers, these findings were corroborated by steady indications of improvement in several essays written, during the semester, by experimental group students. This improvement occurred in major factors which are important in writing: ideas, organization, sentence structure (gross errors), wording, and punctuation. These positive results indicate that the TAP materials, properly utilized, led to significant improvement in writing as opposed to other methods of instruction used in the control groups.

5. The fifth purpose, to achieve constructive articulation between New York City high schools and CUNY, was achieved primarily by a single in-service training program for high school teachers and college interns.

5.1 The in-service training workshops and seminars provided opportunities for high school teachers and college interns (1) to learn and exchange information about methods, standards, and purposes of remedial English teaching; (2) to discuss problems students had in making the transition from high school to college English courses; and (3) to modify the goals and content of their courses so that greater continuity between the two levels might occur.

5.2 Instruction in the use of the curriculum materials provided both groups of teachers with specific methods for achieving this continuity. Analysis of TAP design and application gave each group valuable insights into processes for the development of remedial English curricula and the interrelationships between secondary and post-secondary English.

5.3 Beyond the seminars, further articulation was achieved in many high schools where department chairmen received and disseminated teacher training information.

5.4 A high school supervisor visited the high school teachers frequently and reported at the in-service seminars on his observations. College interns also reported their experiences with TAP instruction at the seminars and to the doctoral faculty at The Graduate Center of CUNY.

5.5 The Division of High Schools of the New York City Board of Education was kept informed of progress throughout this project so that it might utilize the information for purposes of articulation.

Recommendations

The foregoing findings lead the investigators to recommend the following:

Recommendation 1: Develop Accurate Student Profiles

It is common knowledge that national literacy levels, now at a record low, have been declining steadily over the past twenty years. In 1975, the Scholastic Aptitude Test scores continued their downward trend of the past ten years; the latest report of the National Assessment of Educational Progress showed severe declines in the past four years in the writing skills of 13- and 17-year-olds; a corresponding study in reading by the Department of Health, Education, and Welfare showed lower scores in 1975 than a decade before. In addition, a recent Census Bureau survey indicates that of those Americans who speak English as a Second Language, a majority have problems with it.

Although many educators speculate that departure from traditional college-preparatory curricula may be the cause for this decline, no single cause can be cited with confidence. What is apparent is that very little is known about specific student populations and their specific learning needs and problems.

1.1 It is recommended, therefore, that in high school and college remedial programs, and regular programs as well, precise information about students be obtained so that appropriate materials and instructional modes may be selected and implemented.

1.2 It is further recommended that student profiles be compiled periodically within each high school, college, counseling or research center so that curricula can be modified continually.

Recommendation 2: Use Suitable Instructional Materials and Restructure Courses

The decline in reading skills of students in the senior high schools and colleges has evoked response from publishers who, according to a New York Times article (November 7, 1974), now issue simplified college texts to meet the needs of poor readers. Although some college English texts are now at appropriate reading levels, they still do not reflect a correlation of reading instruction with writing instruction.

Teachers, generally, are obliged to make the reading-writing connection themselves. No doubt many do so successfully. In this study, however, high success rates were not apparent among control groups, where specific correlated materials were not in use. This is not to place blame on a single group. Indeed, some educators feel that educational researchers are the ones "who pushed the Humpty Dumpties of reading and writing off the wall of kinship and broke them into so many pieces that it will take at least all the king's men to put them back together again so that a child once more can learn to read and write" (Miles Meyers, Changing Education, May 1976).

Because of correlated reading and writing materials utilized in this study, improvement and satisfaction in writing was achieved by three out of four students in the experimental groups. This instruction was delivered in a highly structured sequence that resulted in this success rate, which was far greater than that achieved from other instructional modes. This finding supports Neville Bennett's* claim that the best results in English come from formal instruction, the poorest from informal approaches.

2.1 It is recommended, therefore, that teachers be encouraged to experiment with correlated reading-writing materials and highly structured teaching modes. To this end, opportunities should be provided for classroom teachers to do so.

2.2 It is recommended, further, that a full complement of correlated reading-writing curricula be developed for all levels of high school and college English courses so that students may experience continuity in instruction.

2.3 It is recommended, as well, that curriculum modifications be made continually and that greater time allotments be made for classroom instruction where warranted.

2.4 Implicit in these curricular recommendations is the probability that some students, as in this study, may not be responsive to the correlation of reading and writing skills and other structured modes. For these students, it is recommended that alternate modes of instruction be devised and encouraged.

2.5 Further, because many teachers carry heavy teaching and service loads, it is recommended that other studies be conducted by qualified research personnel so that additional solutions may be found for the problems of remedial education.

Recommendation 3: Improve Pre-Service and In-Service Training in English Remediation

If English teachers are to be prepared properly, colleges and graduate schools need to reexamine traditional curricula for English majors. The addition of pre-service courses in the teaching of reading and expository writing, in corrective and remedial English, and, above all, an internship program that permits students to acquire experience in the field, can revitalize graduate English programs by better adapting them to current needs.

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*Neville Bennett, Teaching Styles and Pupil Progress, 1976

Most English teachers presently employed in the field are neither trained nor equipped for remedial work, having been prepared in colleges and graduate schools as instructors of literature. Few have had sufficient training in linguistics or language skills, as is reported in studies such as Bossone's The Training and Work of California Public Junior College Teachers of English (1964) and Bossone & Weiner's The City University English Teachers: A Self-Report Regarding Remedial Teaching. These studies further report that most teachers view themselves as teachers of literature rather than of literacy. Thus, most are unable to cope effectively with remedial reading and writing problems, and many freely admit their inadequacy. As has been demonstrated in this study, English teachers seek such training.

3.1 It is recommended, therefore, that colleges and graduate schools incorporate within their degree programs pre-service and in-service training in English skills instruction.

3.2 It is further recommended that college and university departments of education and of English work cooperatively to design an appropriate training program for prospective teachers of remedial English, training that would allow for internships.

Recommendation 4: Increase Emphasis on Accountability

The decline of literacy among students nationwide has coincided with the rising cost of educational process itself. Public confidence in the high school diploma and even the college degree has been undermined by the poor performance levels of graduates who cannot qualify for demanding jobs. As a recent Wall Street Journal article (January 16, 1976) states: "To some, (underemployment) merely reflects what they see as general decline in the abilities that educational credentials represent these days. Personnel administrators, for example, complain that surprising numbers of applicants can't spell or do simple arithmetic with speed and accuracy. As one employer puts it, 'High-school diplomas just don't mean what they used to, and it's the same for college degrees.'"

School administrators and education leaders have also contributed to this loss of confidence. Recently, for instance, Charles G. Clark, Hawaii's new school superintendent, was reported (San Juan Star, April 11, 1976) to have said that "students who cannot read should be awarded the high school diploma anyway . . . A diploma should be based on attendance and not on academic achievement. . . . Some students 'will never learn to read in spite of everything that has been done for them' and they should not be 'punished' for their failures."

In addition, colleges, faced with a rising number of underprepared students, have hastily initiated and inadequately implemented remedial English programs. And where they have failed, the programs have been quietly abandoned without a single written record of their achievements or failures.

A decline in academic standards in New York schools and colleges, as in most institutions nationwide, has also contributed to the loss of public confidence in education and concomitantly to legislators' reluctance to fund education fully. According to the 1974 Podell study, as reported by The New York Times (September 2, 1974), excellence of academic achievement does not have a standard meaning at the 18 different campuses of CUNY. Also, grade variances were seen among the different disciplines.

4.1 In order to reestablish public confidence in the high school diploma and the college degree, it is recommended that the New York City high schools and colleges of The City University evolve common goals and criteria for achievement in the basic skills, similar to those implemented in this study.

4.2 It is also recommended that a city-wide conference be called on minimum competency in the basic skills, a conference charged with the difficult task of identifying ways to define and measure these competencies. Perhaps in this way confidence in the high school diploma and the college degree will be restored and a working basis for accountability will be established.

Recommendation 5: Develop Effective Articulation Between High Schools and Colleges

Individual students as well as the public have borne heavy costs in time and tax dollars as a result of inadequate coordination between schools and colleges. An educationally efficient continuum of learning in high school is essential to eliminate obstacles to college enrollment for students who desire a college education. Whether or not these students stay and succeed in college depends very largely on the quality and effectiveness of their English instruction in high school. Articulation to this end between secondary and higher education deserves more attention.

5.1 It is recommended, therefore, that throughout the nation strong cooperative efforts between high schools and colleges be implemented. In this way, the literacy levels of high school graduates and incoming freshmen can be upgraded significantly.

5.2 It is further recommended that the New York City Board of Education and the Board of Higher Education of The City University adopt strong resolutions requiring that articulation practices between the two systems be expanded and enhanced.

Concluding Statement

The results of this study suggest that improvement in written composition is not impossible to measure or achieve; that tests, test conditions, and methods of instruction, when employed properly, can reflect and contribute to writing improvement; and that research dealing with remedial English does not have to remain an unexplored territory.

In this study, we have presented what we believe to be accurate and complete data on how effective teaching and learning in the area of remedial reading and writing might be measured. These data served as the basis for our recommendations and will be, we hope, the basis for further research. In calling for such research, we urge that studies include continual and varied evaluation procedures so that impressionistic reports are not the sole criterion for judging instructional effectiveness.

APPENDIX A

LIST OF INSTRUCTORS AND INTERNS PARTICIPATING IN THE STUDY

Baruch College	Anthony DiMatteo
	Professor Louis Gioia
	Vivia Heron
	Lora Kahn
	Diane Marks
	Professor Robert Scotto
	Carol Tiliona
	Charles Whitney
Brooklyn College	Professor Thomas Boyle
	Amy Ehrlich
	Professor Virginia Morris
Hunter College	Alan Bailin
	Professor Phyllis Edelson
	Donna Poler
	Patricia Rudden
	Sarah Schachter
	Professor Lucille Shandloff
John Jay College	Professor William Coleman
	Barry Capella
	Michael Contreras
	Andrea Geffner
	Professor Lee Jenkins
	Professor Pat Licklider
	Professor Virginia Morris
	Giselle Neuschloss
	Kathleen Paradiso
	Professor Charles Pilch
	Katherine Williams
Queensborough Community College	Professor John Brereton
	Betty Engelberg
	David Mark
	Jeffrey Shapiro
	Linda Weinhouse
John Adams High School	Phyllis Lehrman
Aviation High School	Sally Cohen
	Lawrence Fox
	Esther Pantofel
Bayside High School	Marjorie Helm

LIST OF INSTRUCTORS AND INTERNS PARTICIPATING IN THE STUDY (CONTINUED)

Bryant High School	Sidney Seifer
Christopher Columbus High School	Laurence Arlen
Curtis High School	Doris Thomson Rashelle Trefousse
DeWitt Clinton High School	Esther Nolan
Haaren High School	Sol Lida Angela Stouman
John Jay High School	Roberta Hunter William Hunter George Merolla
Andrew Jackson High School	Phyllis Goldman
Newtown High School	Ann Cahill Leah Malkin
Richmond Hill High School	Lynne Greenfield Theresa Oropallo
F. D. Roosevelt High School	Anne Petsas
Sheepshead Bay High School	Carmela Chirico Laurence Vide
South Shore High School	G. Ben Dachs Joyce Fuller
Springfield Gardens High School	Hariett Cohen
Tottenville High School	Marilyn Aronson Rosalie Giordano Mary-Ellen Merrill
Washington Irving High School	Anne Toboroff

HOW I FEEL ABOUT WRITING

DIRECTIONS: Below are a series of statements about writing. There are no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by circling the appropriate response, using this code:

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

While some of the statements may seem repetitious, take your time and try to be as honest as possible. Thank you for your cooperation.

- -

1. I avoid writing.. SA A U D SD
2. I have no fear of my writing being evaluated................ SA A U D SD
3. I look forward to writing down my ideas..................... SA A U D SD
4. I am afraid of writing essays when I know they will be evaluated..................................... SA A U D SD
5. Taking a composition course is a very frightening experience.................................... SA A U D SD
6. Handing in a composition makes me feel good................ SA A U D SD
7. My mind seems to go blank when I start to work on a composition................................... SA A U D SD
8. Expressing ideas through writing seems to be a waste of time.. SA A U D SD
9. I would enjoy submitting my writing to magazines for evaluation and publication......................... SA A U D SD
10. I like to write my ideas down.............................. SA A U D SD
11. I feel confident in my ability to clearly express my ideas in writing.................................... SA A U D SD
12. I like to have my friends read what I have written.......... SA A U D SD
13. I'm nervous about writing.................................. SA A U D SD
14. People seem to enjoy what I write.......................... SA A U D SD
15. I enjoy writing.. SA A U D SD
16. I never seem to be able to clearly write down my ideas...... SA A U D SD
17. Writing is a lot of fun.................................... SA A U D SD
18. I expect to do poorly in composition classes even before I enter them................................... SA A U D SD
19. I like seeing my thoughts on paper......................... SA A U D SD
20. Discussing my writing with others is an enjoyable experience.................................... SA A U D SD
21. I have a terrible time organizing my ideas in a composition course..................................... SA A U D SD
22. When I hand in a composition I know I'm going to do poorly.. SA A U D SD
23. It's easy for me to write good compositions................. SA A U D SD
24. I don't think I write as well as most other people.......... SA A U D SD
25. I don't like my compositions to be evaluated................ SA A U D SD
26. I'm no good at writing..................................... SA A U D SD

STUDENT ESSAY PROFILE

Student's name: ______________________________ Class: __________

Teacher's Name: ______________________________

Week essay written/TAP #	4/#2B	6/#3B	9/#6	11/#8
Date essay written				
Ideas				
Organization				
Sentence Structure				
Wording				
Punctuation, Mechanics, Spelling				
GROSS ERRORS: The Run-On Sentence				
The Sentence Fragment				
Incorrect Principal Parts of the Verb				
Lack of Agreement of Subject and Verb				
Incorrect Case of Pronoun				

General Criteria for Evaluating Student Writing Samples

	IDEAS	ORGANIZATION	SENTENCE STRUCTURE (Grammar, including the gross errors: run-ons, fragments, errors in verb agreement, verb tense, and pronoun case)	WORDING	PUNCTUATION, SPELLING, & MECHANICS
SUPERIOR	Ideas show thought, are focused, explained, and lively, and seem to reflect what the writer really thinks. Each separate yet related point adds to and enhances the discussion; main points are emphasized.	Plan is easy to follow with a clear, focused thesis statement, topic sentences, and concrete supporting details. Parts are clearly and consistently related, and the whole is unified.	Sentence constructions are varied and at times complex. There are NO gross errors.	Vocabulary is varied and mature. Words are used correctly and precisely. A sprinkling of originality in word choice reflects an interest in words, even if an experiment falls short.	There are NO mistakes in punctuation, spelling, or mechanics.
AVERAGE	Ideas are general and not fully explained. Points are occasionally repetitious, without emphasis, and do not seem to reflect what the writer really thinks.	Plan is apparent but thesis statement, topic sentences, and supporting details are not entirely focused; unity is not consistent.	Sentence constructions are usually correct, especially in the more familiar patterns, but are ordinary and relatively unvaried. There are occasional gross errors, but only in less familiar constructions.	Words are generally appropriate but are not varied or mature. Tired old phrases are used and/or vocabulary experiments overdone.	There are some punctuation errors, but only in unusual applications; a few spelling errors, but only in unusual words; and few errors in mechanics.
UNACCEPTABLE	Ideas are repetitious, undeveloped, or irrelevant.	No plan is apparent or very weak plan is undeveloped.	Sentence run-ons and fragments occur frequently; sentence constructions are elementary and monotonous. Gross errors are frequent.	Words are used carelessly and inexactly. Vocabulary choice is childish.	Frequent errors in punctuation, spelling, and mechanics.

APPENDIX C

TABLE 3C

FALL 1975 PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Sex	391		243		216		155	
Male		57		51		53		49
Female		43		48		47		51
Grade	391		246					
10		1		0				
11		76		49				
12		23		51				
Age	391		244		216		155	
14		1		0		0		0
15		14		9		0		0
16		51		46		0		1
17		25		39		19		19
18		6		4		57		64
19		2		1		11		12
20+		0		0		13		4
Marital Status	380		244		213		152	
Single		99		98		96		98
Married		1		0		2		1
Widowed		0		1		1		0
Separated		0		0		1		1
Divorced		0		1		0		0
Language used at home	398		247		214		156	
English		79		84		80		82
Spanish		11		9		12		8
Italian		2		1		2		3
French		0		0		1		0
Other		8		6		5		7
Language used with friends	390		244		211		152	
English		94		95		96		95
Spanish		3		3		2		2
Italian		0		0		0		1
French		0		0		0		0
Other		3		2		2		2

TABLE 30
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
How long in the USA	377		243		209		147	
Born and lived here		82		78		80		82
Born here but lived abroad more than 10 years		2		5		1		1
Born abroad and came here as an infant		5		8		8		7
Born abroad and lived here less than 5 years		7		7		10		9
Born abroad and lived here less than 2 years		4		2		1		1
Father's Occupation	353		217		183		132	
Professional		9		10		8		11
Non-professional		34		37		33		33
Laborer		26		26		31		30
Unemployed		5		4		7		4
Other		26		23		21		22
Family thinks education is important	386		242		210		149	
Yes		99		99		99		99
No		1		1		1		1
Outside Job	371		232		205		148	
Yes		35		39		42		49
No		65		61		58		51

TABLE 30
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Hours of work	130		80		87		75	
5 hrs. or less		14		11		6		4
6-10 hrs.		23		19		11		17
11-15 hrs.		15		23		22		13
16 hrs. or more		48		47		61		66
Job inteferes with your work	128		81		87		74	
Always		1		2		1		4
Sometimes		43		52		58		58
Never		56		46		41		38
Preference about work	144		90		82		74	
Rather work than go to school		40		34		24		20
Rather go to school than work		60		65		76		80
Most time-consuming activity outside of school	415		258		210		150	
Job		11		11		18		21
Homework		14		16		19		26
Family duties		13		16		19		12
Social activities		54		48		40		37
Other		8		9		4		4
Number of English classes	378		238		216		151	
1 required course		83		84		67		62
2 required courses		12		11		28		34
1 elective course		1		1		1		1
Required and elective courses		4		3		4		3

TABLE 30
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
English courses taken in addition to regular school English courses	393		236		207		153	
Summer school		8		7		5		6
Night school		0		0		1		2
Summer and night school		0		0		1		1
Private tutoring and language school		6		1		1		1
None of these-only regular school classes		86		92		92		90
Cuts English class	383		246		206		148	
Never		59		63		63		66
Rarely		31		28		31		31
Twice a month		6		6		5		2
Once a week		2		2		1		0
More than once a week		2		1		0		1
Self-description of school record	386		242		204		144	
Honor student		3		4		4		3
Average in some courses excellent in others		22		29		35		35
Average student		43		39		39		36
Average in some courses have difficulty in others		27		25		20		24
Below average		5		3		2		2

TABLE 30
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Satisfied with school record	390		242		200		142	
Yes		27		25		27		27
Somewhat		42		44		46		53
No		31		31		27		20
Likes to do homework	391		242		207		141	
Yes		13		13		18		23
Somewhat		40		41		51		58
No		47		46		31		19
Thinks grades will affect future life	391		248		203		143	
Yes		55		57		56		61
Somewhat		30		29		30		29
No		15		14		14		10
English is favorite subject	379		241		206		143	
Yes		18		20		17		17
No		82		80		83		83

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*This column reports the number of students who responded to each item. In the high school experimental group, 391 students answered the questionnaire. In the high school control group, 243 answered the questionnaire. In the college experimental group, 216 answered the questionnaire. In the college control group, 155 students answered the questionnaire. If the number of students in a group who responded to a given item is smaller than the group total, it indicates that some students did not respond to the given item. If the number of students in a group who responded to a given item is larger than the group total, it indicates that some students chose more than one answer for the given item.

**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 31

FALL 1975, PRE STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Kind of college plans to attend	384		241					
CUNY 2-yr. college		19		20				
CUNY 4-yr. college		28		32				
NYC private college		6		9				
College outside of NYC		24		18				
No plans to attend college		23		21				
Primary reason for wanting a college education	390		242					
Choose a career		34		36				
Prepare for a job		25		26				
Please family		3		2				
Gain knowledge		18		17				
No plans to attend college		20		19				
Primary reason for having decided to come to college					193		143	
Choose a career						36		36
Prepare for a job						33		27
Please family						2		3
Gain knowledge						27		30
Other						2		4
Has plans to graduate from college					200		148	
Yes						99		99
No						1		1

TABLE 31
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Career Goals	366		235		210		153	
Professional		39		35		62		64
Non-professional		20		25		17		10
Laborer		2		2		1		2
Undecided		19		19		10		12
Other		20		19		10		12
Expected starting salary at chosen career	385		239		209		152	
$5,000-$10,000		11		9		8		8
$10,000-$15,000		18		15		31		22
$15,000-$20,000		12		16		22		17
No idea		59		60		39		53
Expect a better job than parent's	383		227		202		146	
Yes		80		75		94		92
No		20		25		6		8

*This column reports the number of students who responded to each item. In the high school experimental group, 391 students answered the questionnaire. In the high school control group, 243 answered the questionnaire. In the college experimental group, 216 answered the questionnaire. In the college control group, 155 students answered the questionnaire. If the number of students in a group who responded to a given item is smaller than the group total, it indicates that some students did not respond to the given item. If the number of students in a group who responded to a given item is larger than the group total, it indicates that some students chose more than one answer for the given item.

**Percentage may not equal 100% because of rounding off to the nearest percent.

TABLE 32

FALL 1975, PRE STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to read	385		245		208		155	
Yes		69		69		74		66
No		31		31		26		34
Self-evaluation of reading ability	386		242		207		151	
Very good		35		40		19		22
Fair		61		59		76		71
Poor		4		1		5		7
Wants to improve reading skills	389		239		209		151	
Yes		85		84		97		97
No		15		16		3		3
Likes to study reading skills	393		240		203		149	
Yes		43		37		57		51
No		57		63		43		49
Usually understands all of reading assignments	385		241		209		152	
Yes		67		76		65		59
No		33		24		35		41
Remembers what is read	392		240		207		148	
Most of the time		90		92		91		86
Not usually		10		8		9		14
Satisfied with reading education up to now	389		238		205		153	
Yes		62		65		47		43
No		38		35		53		57
Believes English class will help to improve reading	377		242		199		149	
Yes		69		62		81		81
No		31		38		19		19

TABLE 32
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Would like to be in a special class to improve reading	381		239		199		148	
Yes		26		21		33		41
No		74		79		67		59
Reads the newspaper	385		242		210		151	
Daily		50		52		51		50
Sometimes		30		24		28		27
Most days		17		22		20		19
Never		3		2		1		4
Reads Magazines	387		242		217		148	
Weekly		28		27		28		30
Most weeks		14		12		15		10
Monthly		12		12		12		16
Sometimes		41		46		43		40
Never		5		3		2		4
Preferred reading	425		280		219		167	
Biography/history		11		5		21		15
Mysteries		26		26		25		25
Love stories/sports		26		27		22		22
Science fiction/novels		24		26		24		31
Other		13		16		8		7
Reading as part of job	382		231		207		144	
Large part		10		8		12		11
Small part		16		13		17		20
Not at all		24		26		32		38
No job		50		53		39		31

TABLE 32
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes reading will be important in career	370		241		206		149	
Yes		81		80		93		89
No		19		20		7		11

*This column reports the number of students who responded to each item. In the high school experimental group, 391 students answered the questionnaire. In the high school control group, 243 answered the questionnaire. In the college experimental group, 216 answered the questionnaire. In the college control group, 155 students answered the questionnaire. If the number of students in a group who responded to a given item is smaller than the group total, it indicates that some students did not respond to the given item. If the number of students in a group who responded to a given item is larger than the group total, it indicates that some students chose more than one answer for the given item.

**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 33

FALL 1975, PRE STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to write	376		244		209		146	
Yes		63		61		56		53
No		37		39		44		47
Self-evaluation as a writer	379		247		211		147	
Very good		21		19		9		24
Fair		68		73		70		66
Poor		11		8		21		10
Wants to improve writing ability	383		232		208		146	
Yes		82		78		97		97
No		18		22		3		3
Likes to study writing skills	381		238		208		147	
Yes		38		32		62		58
No		62		68		38		42
Believes school has taught enough about writing	383		239		205		148	
Yes		54		51		32		30
No		46		49		68		70
Wants to know more about grammar	382		238		209		149	
Yes		64		59		83		85
No		36		41		17		15
Wants to know more about organization in writing	383		239		209		149	
Yes		77		74		96		93
No		23		26		4		7
Wants to know more about spelling	386		239		209		150	
Yes		68		61		79		81
No		32		39		21		19

TABLE 33
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes English class will help to improve writing	381		239		206		150	
Yes		76		78		91		93
No		24		22		9		7
Wants to be in a special class to improve writing	378		238		206		146	
Yes		26		26		45		50
No		74		74		55		50
Prefers to do writing assignments	380		240		210		143	
In class		19		17		17		29
At home		67		72		67		59
In library		7		7		11		9
Elswhere		7		4		5		3
Prefers to write	392		247		201		144	
School essays		28		33		44		46
Poems		12		13		9		5
Letters		31		30		32		27
Newspaper articles		8		7		6		12
Other		21		17		9		10
Writing is part of job	374		243		208		152	
Large part		12		12		12		13
Small part		15		12		16		23
Not at all		21		23		31		30
No job		52		53		41		34

TABLE 33
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes writing will be important in career	366		242		202		139	
Yes		72		68		84		81
No		28		32		16		19

*This column reports the number of students who responded to each item. In the high school experimental group, 391 students answered the questionnaire. In the high school control group, 243 answered the questionnaire. In the college experimental group, 216 answered the questionnaire. In the college control group, 155 students answered the questionnaire. If the number of students in a group who responded to a given item is smaller than the group total, it indicates that some students did not respond to the given item. If the number of students in a group who responded to a given item is larger than the group total, it indicates that some students chose more than one answer for the given item.

**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 34

FALL 1975, PRE STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major reading problems	406		271		288		199	
Inability to grasp central idea		11		11		10		13
Inability to grasp supporting ideas		18		19		20		21
Inability to understand mood or tone in literature		14		15		15		20
Inadequate vocabulary		29		24		28		24
Inability to understand meaning of words in context		17		20		19		14
Other		11		11		8		8

TABLE 34
(continued)

FALL 1975, PRE STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major writing problems	545		346		395		266	
Insufficient ideas		14		19		13		13
Inability to organize		21		21		24		28
Commitment of gross errors in grammar		19		19		16		15
Inadequate knowledge of punctuation and mechanics		17		14		17		18
Inability to spell		11		12		14		8
Poor diction and vocabulary		13		10		14		17
Other		5		5		2		1

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 35

FALL 1975, POST STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Sex	289		166		158		112	
Male		58		51		44		49
Female		42		49		56		51
Grade	289		166					
11		74		49				
12		26		51				
Age	289		166		158		112	
14		0		0		0		0
15		6		1		0		0
16		50		42		0		0
17		33		51		6		6
18		10		4		65		73
19		1		2		17		14
20+		0		1		13		6
Preference about work	280		160		152		107	
Rather work than go to school		42		43		26		28
Rather go to school than work		58		58		74		72
Cuts English class	286		164		156		108	
Never		68		68		42		43
Rarely		25		26		47		52
Twice a month		3		4		8		5
Once a week		4		1		1		1
More than once a week		1		1		1		0
Satisfied with school record	289		166		156		124	
Yes		16		21		18		15
Somewhat		44		42		49		50
No		40		38		33		36
Likes to do homework	288		166		158		112	
Yes		15		7		18		13
Somewhat		40		39		53		60
No		46		55		29		27

TABLE 35
(continued)

FALL 1975, POST STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Thinks grades will affect future life	289		166		157		112	
Yes		56		56		56		63
Somewhat		28		32		31		28
No		15		12		13		9
English is favorite subject	286		162		154		110	
Yes		17		20		20		15
No		83		80		81		86

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 36

FALL 1975, POST STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Kind of college plans to attend	282		167					
CUNY 2-yr. college		21		21				
CUNY 4-yr. college		28		33				
NYC private college		9		8				
College outside of NYC		19		20				
No plans to attend college		23		18				
Primary reason for wanting a college education	289		167					
Choose a career		34		28				
Prepare for a job		27		34				
Please family		2		2				
Gain knowledge		16		20				
No plans to attend college		20		17				
Primary reason for having decided to come to college					171		123	
Choose a career						29		30
Prepare for a job						36		36
Please family						3		4
Gain knowledge						30		28
Other						2		2
Has plans to graduate from college					159		116	
Yes						93		96
No						7		4

TABLE 36
(continued)

FALL 1975, POST STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Career Goals	286		157		153		111	
Professional		37		40		65		67
Non-professional		22		24		13		14
Laborer		1		3		2		0
Undecided		14		19		9		10
Other		26		15		11		9

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 37

FALL 1975, POST STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to read	289		165		157		113	
Yes		69		69		74		70
No		31		31		26		30
Self-evaluation of reading ability	289		166		158		110	
Very Good		33		37		29		19
Fair		63		60		67		80
Poor		4		3		4		2
Wants to improve reading skills	288		165		157		113	
Yes		84		85		94		94
No		16		15		6		6
Likes to study reading skills	287		165		154		112	
Yes		39		31		53		47
No		61		69		47		53
Usually understands all of reading assignments	288		165		153		110	
Yes		74		80		71		64
No		26		20		29		36
Remembers what is read	287		167		157		111	
Most of the time		92		92		90		91
Not usually		8		8		10		9
Satisfied with reading education up to now	288		165		157		112	
Yes		61		61		46		39
No		39		39		54		61
Believes English class has helped to improve reading	286		164		155		111	
Yes		67		58		56		66
No		33		42		44		34

TABLE 37
(continued)

FALL 1975, POST STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Would like to be in a special class to improve reading	288		167		157		111	
Yes		22		20		34		32
No		78		80		66		68
Reads the newspaper	299		161		155		112	
Daily		49		52		53		51
Sometimes		29		30		28		32
Most Days		19		17		17		15
Never		3		2		2		2
Preferred reading	326		181		192		130	
Biography/ history		13		9		19		21
Mystery/ detective		23		24		21		15
Love stories/ sports		27		27		25		24
Science fiction		26		29		26		29
Other		12		11		10		12
Reading as part of job	285		164		159		112	
Large part		9		6		16		17
Small part		16		17		21		21
Not at all		26		25		30		29
No job		50		53		32		33

TABLE 37
(continued)

FALL 1975, POST STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes reading will be important in career	282		160		156		112	
Yes		78		77		92		88
No		22		23		8		12

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 38

FALL 1975, POST STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to write	283		165		157		112	
Yes		60		58		61		59
No		40		42		39		41
Self-evaluation as a writer	279		165		157		112	
Very good		20		17		11		13
Fair		70		74		76		78
Poor		11		9		13		10
Wants to improve writing ability	284		165		158		112	
Yes		82		81		96		97
No		18		19		4		3
Likes to study writing skills	282		165		157		112	
Yes		42		35		60		55
No		58		65		40		45
Believes school has taught enough about writing	282		164		159		112	
Yes		59		51		41		38
No		41		49		59		62
Wants to know more about grammar	286		164		154		109	
Yes		57		63		79		81
No		43		37		21		19
Wants to know more about organization in writing	289		166		155		112	
Yes		73		75		87		90
No		27		25		14		10
Wants to know more about spelling	286		166		158		113	
Yes		61		63		74		85
No		40		37		26		15

TABLE 38
(continued)

FALL 1975, POST STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes English class has helped to improve writing	276		165		156		114	
Yes		83		61		83		88
No		17		34		17		12
Wants to be in a special class to improve writing	283		164		155		110	
Yes		30		29		49		45
No		70		71		51		55
Prefers to do writing assignments	293		166		156		116	
In class		22		21		11		10
At home		66		73		72		64
In library		8		5		13		19
Elsewhere		4		2		5		7
Prefers to write	305		168		169		116	
School essays		41		43		48		48
Poems		14		7		9		12
Letters		23		25		24		19
Newspaper articles		9		9		7		6
Other		13		16		12		15
Writing is part of job	283		167		156		108	
Large part		11		10		15		19
Small part		17		14		18		22
Not at all		24		25		34		28
No job		48		52		33		32

TABLE 38
(continued)

FALL 1975, POST STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes writing will be important in career	286		162		156		113	
Yes		71		63		83		80
No		29		37		17		20

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 39

FALL 1975, POST STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major reading problems	301		190		217		166	
Inability to grasp central idea		9		10		13		13
Inability to grasp supporting ideas		16		17		14		18
Inability to understand mood or tone in literature		17		17		18		15
Inadequate vocabulary		27		28		29		30
Inability to understand meaning of words in context		20		20		21		17
Other		11		8		6		7

TABLE 39
(continued)

FALL 1975, POST STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major writing problems	385		245		280		188	
Insufficient ideas		15		15		13		15
Inability to organize		22		25		21		25
Commitment of gross errors in grammar		18		16		14		12
Inadequate knowledge of punctuation and mechanics		16		14		17		13
Inability to spell		13		12		16		12
Poor diction and vocabulary		13		12		15		22
Other		4		4		4		2

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*This column reports the number of students who responded to each item. In the high school experimental group, 289 students answered the questionnaire. In the high school control group, 166 answered the questionnaire. In the college experimental group, 158 answered the questionnaire. In the college control group, 112 students answered the questionnaire. If the number of students in a group who responded to a given item is smaller than the group total, it indicates that some students did not respond to the given item. If the number of students in a group who responded to a given item is larger than the group total, it indicates that some students chose more than one answer for the given item.

**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 40

SPRING 1976, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Sex	417		204		96		32	
Male		53		52		43		50
Female		47		48		57		50
Grade	418		204					
10		2		0				
11		81		93				
12		17		7				
Age	419		190		96		32	
14		0		0		0		0
15		2		4		0		0
16		50		64		2		0
17		34		23		15		13
18		11		7		36		38
19		2		2		16		15
20+		0		0		31		34
Marital Status	414		218		94		32	
Single		97		100		88		91
Married		1		0		8		9
Widowed		0		0		0		0
Separated		0		0		2		0
Divorced		2		0		2		0
Language used at home	411		203		93		35	
English		77		76		72		69
Spanish		12		14		16		11
Italian		2		3		4		6
French		1		0		2		0
Other		8		6		6		14
Language used with friends	416		207		108		33	
English		92		94		92		94
Spanish		2		2		8		6
Italian		0		0		0		0
French		0		0		0		0
Other		5		4		0		0

TABLE 4D
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
How long in the USA	414		203		95		27	
Born and lived here		76		84		67		67
Born here but lived abroad more than 10 years		6		1		4		4
Born abroad and came here as an infant		8		7		11		15
Born abroad and lived here less than 5 years		8		6		15		11
Born abroad and lived here less than 2 years		2		1		3		4
Father's Occupation	353		178		70		23	
Professional		12		11		7		4
Non-professional		24		20		27		35
Laborer		32		31		37		30
Unemployed		5		8		10		9
Other		28		30		19		22
Family thinks education is important	413		198		96		32	
Yes		100		98		99		97
No		0		2		1		3
Outside Job	384		188		100		32	
Yes		28		26		32		38
No		72		74		68		62

TABLE 40
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Hours of work	114		50		29		12	
5 hrs. or less		17		6		0		0
6-10 hrs.		25		22		24		17
11-15 hrs.		25		20		21		25
16 hrs. or more		33		52		55		58
Job inteferes with your work	118		49		29		12	
Always		7		4		3		8
Sometimes		47		37		59		83
Never		47		59		37		8
Preference about work	140		56		25		10	
Rather work than go to school		36		41		16		10
Rather go to school than work		64		59		84		90
Most time-consuming activity outside of school	406		199		104		35	
Job		10		11		17		26
Homework		18		16		25		23
Family duties		15		14		20		26
Social activities		46		56		35		26
Other		10		4		3		0
Number of English classes	399		186		122		30	
1 required course		75		84		64		53
2 required courses		21		12		33		43
1 elective course		1		0		0		0
Required and elective courses		3		3		3		3

TABLE 40
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
English courses taken in addition to regular school English courses	404		198		95		31	
Summer school		9		4		8		6
Night school		2		0		4		6
Summer and night school		0		0		0		0
Private tutoring and language school		4		21		0		0
None of these-only regular school classes		85		75		87		87
Cuts English Class	403		200		93		30	
Never		70		74		63		43
Rarely		21		23		35		57
Twice a month		6		3		0		0
Once a week		2		1		1		0
More than once a week		1		0		0		0
Self-description of school record	398		191		96		30	
Honor student		6		7		2		0
Average in some courses excellent in others		25		30		31		30
Average student		42		40		46		47
Average in some courses have difficulty in others		25		20		19		13
Below average		2		3		2		10

TABLE 40
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Satisfied with school record	406		201		95		31	
Yes		29		31		23		29
Somewhat		44		38		42		29
No		28		31		35		42
Likes to do homework	406		201		98		31	
Yes		17		16		35		32
Somewhat		48		41		54		48
No		35		43		11		19
Thinks grades will affect future life	409		202		96		31	
Yes		53		55		64		81
Somewhat		24		25		29		10
No		24		19		7		10
English is favorite subject	417		197		112		31	
Yes		24		23		26		32
No		76		77		74		68

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 41

SPRING 1976, PRE STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Kind of college plans to attend	403		194					
CUNY 2-yr. college		22		16				
CUNY 4-yr. college		25		22				
NYC private college		7		5				
College outside of NYC		21		22				
No plans to attend college		25		35				
Primary reason for wanting a college education	413		192					
Choose a career		30		30				
Prepare for a job		25		25				
Please family		2		0				
Gain knowledge		21		15				
No plans to attend college		22		31				
Primary reason for having decided to come to college					102		39	
Choose a career						41		38
Prepare for a job						20		23
Please family						2		8
Gain knowledge						36		28
Other						1		3
Has plans to graduate from college					91		31	
Yes						97		100
No						3		0

TABLE 41
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Career Goals	352		170		95		32	
Professional		38		28		61		66
Non-professional		26		32		16		13
Laborer		1		2		11		0
Undecided		15		15		13		9
Other		20		23		0		13
Expected starting salary at chosen career	407		196		97		31	
$5,000-$10,000		13		7		16		6
$10,000-$15,000		21		21		27		23
$15,000-$20,000		10		11		12		13
No idea		56		61		44		58
Expect a better job than parent's	399		184		93		30	
Yes		81		78		98		97
No		19		22		2		3

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 42

SPRING 1976, PRE STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to read	407		201		96		32	
Yes		71		75		79		78
No		29		25		21		22
Self-evaluation of reading ability	414		199		97		32	
Very good		30		32		16		16
Fair		63		66		77		78
Poor		7		2		6		6
Wants to improve reading skills	412		197		96		32	
Yes		92		88		97		100
No		8		12		3		0
Likes to study reading skills	404		195		94		31	
Yes		51		43		77		65
No		49		57		23		35
Usually understands all of reading assignments	412		197		93		22	
Yes		67		66		55		77
No		33		34		45		23
Remembers what is read	410		197		95		32	
Most of the time		90		94		89		75
Not usually		10		6		11		25
Satisfied with reading education up to now	406		198		92		31	
Yes		60		68		39		23
No		40		32		61		77
Believes English class will help to improve reading	400		199		95		32	
Yes		76		64		92		88
No		25		36		8		12

TABLE 42
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Would like to be in a special class to improve reading	407		191		90		30	
Yes		35		32		39		43
No		65		68		61		57
Reads the newspaper	404		197		95		32	
Daily		48		51		41		44
Sometimes		35		27		36		31
Most days		15		21		19		22
Never		2		1		4		3
Reads Magazines	395		203		96		32	
Weekly		23		28		25		28
Most weeks		17		9		20		16
Monthly		13		12		12		12
Sometimes		44		47		41		38
Never		3		4		2		6
Preferred reading	398		195		124		34	
Biography/ history		13		13		19		24
Mysteries		25		20		27		12
Love stories/ sports		33		32		21		21
Science fiction/novels		20		23		26		29
Other		10		13		6		15
Reading as part of job	400		193		94		31	
Large part		12		6		11		10
Small part		13		13		18		13
Not at all		25		23		19		32
No job		51		59		51		45

TABLE 42
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n	%**	n*	%**	n*	%**
Believes reading will be important in career	405		196		94		31	
Yes		86		84		97		90
No		14		16		3		10

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**Percentages may not equal 100% because of rounding off to the nearest percent.

TABLE 43

SPRING 1976, PRE STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to write	372		198		96		30	
Yes		72		67		69		63
No		28		33		31		37
Self-evaluation as a writer	389		200		95		31	
Very good		22		22		9		3
Fair		68		69		78		77
Poor		11		10		13		19
Wants to improve writing ability	410		196		96		31	
Yes		84		83		98		97
No		16		17		2		3
Likes to study writing skills	406		193		94		29	
Yes		44		42		72		69
No		56		58		28		31
Believes school has taught enough about writing	408		191		92		29	
Yes		49		64		30		21
No		51		36		70		79
Wants to know more about grammar	402		191		83		32	
Yes		72		68		99		97
No		28		32		1		3
Wants to know more about organization in writing	405		194		96		30	
Yes		83		74		96		100
No		17		26		4		0
Wants to know more about spelling	403		193		96		29	
Yes		71		70		86		100
No		29		30		14		0

TABLE 43
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes English class will help to improve writing	387		190		96		24	
Yes		82		82		86		100
No		18		18		14		0
Wants to be in a special class to improve writing	393		187		92		30	
Yes		33		25		99		70
No		67		75		1		30
Prefers to do writing assignments	412		191		97		33	
In class		20		24		11		15
At home		64		64		60		58
In library		9		10		23		27
Elswhere		7		2		6		0
Prefers to write	415		192		96		33	
School essays		34		34		41		39
Poems		10		9		7		6
Letters		31		30		30		27
Newspaper articles		8		10		7		18
Other		17		16		15		9
Writing is part of job	383		188		87		29	
Large part		15		11		18		17
Small part		15		12		15		7
Not at all		25		18		18		34
No job		45		59		48		41

TABLE 43
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes writing will be important in career	387		187		88		27	
Yes		77		75		95		81
No		23		25		6		19

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TABLE 44

SPRING 1976, PRE STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major reading problems	521		199		141		54	
Inability to grasp central idea		14		9		14		9
Inability to grasp supporting ideas		19		19		18		20
Inability to understand mood or tone in literature		14		16		16		19
Inadequate vocabulary		25		26		27		30
Inability to understand meaning of words in context		21		22		21		19
Other		7		9		5		4

TABLE 44
(continued)

SPRING 1976, PRE STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major writing problems	608		239		178		64	
Insufficient ideas		10		15		12		8
Inability to organize		20		18		22		17
Commitment of gross errors in grammar		22		22		24		22
Inadequate knowledge of punctuation and mechanics		14		14		15		23
Inability to spell		14		13		12		9
Poor diction and vocabulary		15		13		14		19
Other		5		5		0		2

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TABLE 45

SPRING 1976, POST STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Sex	394		225		98		32	
Male		53		51		44		50
Female		47		49		56		50
Grade	395		225					
10		5		0				
11		79		94				
12		16		6				
Age	394		225		98		30	
14		0		0		0		0
15		2		3		0		0
16		42		47		0		0
17		41		38		9		7
18		15		11		39		40
19		1		2		15		23
20+		0		0		37		30
Preference about work	400		215		95		25	
Rather work than go to school		40		43		19		20
Rather go to school than work		60		57		81		80
Cuts English class	398		230		94		32	
Never		63		71		39		19
Rarely		29		24		51		63
Twice a month		2		3		8		19
Once a week		3		0		2		0
More than once a week		3		2		0		0
Satisfied with school record	422		235		92		31	
Yes		19		20		15		23
Somewhat		41		45		44		42
No		40		35		41		35
Likes to do homework	419		214		97		32	
Yes		14		13		32		25
Somewhat		48		45		54		63
No		38		42		14		13

TABLE 45
(continued)

SPRING 1976, POST STUDENT QUESTIONNAIRE

SOCIAL AND EDUCATIONAL BACKGROUND

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Thinks grades will affect future life	407		226		94		32	
Yes		55		52		59		66
Somewhat		29		30		28		22
No		16		19		14		13
English is favorite subject	390		215		86		30	
Yes		25		21		22		33
No		75		79		78		67

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TABLE 46

SPRING 1976, POST STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Kind of college plans to attend	377		210					
CUNY 2-yr. college		23		21				
CUNY 4-yr. college		23		24				
NYC private college		7		4				
College outside of NYC		17		16				
No plans to attend college		30		34				
Primary reason for wanting a college education	367		210					
Choose a career		28		28				
Prepare for a job		26		25				
Please family		1		2				
Gain knowledge		22		16				
No plans to attend college		23		29				
Primary reason for having decided to come to college					99		39	
Choose a career						29		28
Prepare for a job						25		26
Please family						5		5
Gain knowledge						38		38
Other						2		3
Has plans to graduate from college					90		32	
Yes						97		97
No						3		3

TABLE 46
(continued)

SPRING 1976, POST STUDENT QUESTIONNAIRE

EDUCATIONAL AND CAREER GOALS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Career Goals	347		199		89		35	
Professional		38		29		69		63
Non-professional		27		31		20		26
Laborer		3		3		0		0
Undecided		13		16		4		9
Other		19		22		7		3

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TABLE 47

SPRING 1976, POST STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to read	402		225		98		31	
Yes		74		73		79		77
No		26		27		21		23
Self-evaluation of reading ability	405		229		96		32	
Very Good		27		28		28		19
Fair		69		66		68		78
Poor		4		5		4		3
Wants to improve reading skills	405		231		98		31	
Yes		90		81		99		97
No		10		19		1		3
Likes to study reading skills	376		228		98		32	
Yes		50		40		68		59
No		50		60		32		41
Usually understands all of reading assignments	400		235		98		31	
Yes		64		69		65		77
No		37		31		35		23
Remembers what is read	400		237		96		32	
Most of the time		88		89		96		84
Not usually		12		11		4		16
Satisfied with reading education up to now	389		227		92		32	
Yes		58		65		60		50
No		42		35		40		50
Believes English class has helped to improve reading	397		227		97		47	
Yes		68		58		73		89
No		32		42		27		11

TABLE 47
(continued)

SPRING 1976, POST STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Would like to be in a special class to improve reading	399		228		99		31	
Yes		37		29		47		42
No		63		71		52		58
Reads the newspaper	404		221		95		32	
Daily		47		49		40		34
Sometimes		39		36		39		44
Most days		12		15		20		22
Never		2		0		1		0
Preferred reading	387		232		103		38	
Biography/ history		12		8		19		18
Mystery/ detective		23		23		20		13
Love stories/ sports		31		34		26		24
Science fiction		23		25		27		32
Other		11		10		7		13
Reading as part of job	394		231		91		32	
Large part		15		10		20		13
Small part		15		16		14		25
Not at all		22		25		15		25
No job		47		49		51		38

TABLE 47
(continued)

SPRING 1976, POST STUDENT QUESTIONNAIRE

READING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes reading will be important in career	387		211		89		38	
Yes		86		84		92		76
No		14		16		8		24

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TABLE 48

SPRING 1976, POST STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Likes to write	384		224		95		31	
Yes		67		58		61		55
No		33		42		39		45
Self-evaluation as a writer	392		223		97		32	
Very good		18		15		10		6
Fair		74		74		79		78
Poor		8		10		10		16
Wants to improve writing ability	404		223		91		31	
Yes		83		80		97		97
No		17		20		3		3
Likes to study writing skills	392		220		90		32	
Yes		52		40		78		66
No		48		60		22		34
Believes school has taught enough about writing	388		220		89		32	
Yes		61		63		47		31
No		39		37		53		69
Wants to know more about grammar	403		226		91		31	
Yes		71		64		91		87
No		29		36		9		13
Wants to know more about organization in writing	402		220		90		29	
Yes		79		71		93		93
No		21		29		7		7
Wants to know more about spelling	400		224		96		34	
Yes		75		61		85		85
No		25		39		15		15

TABLE 48
(continued)

SPRING 1976, POST STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes English class has helped to improve writing	401		223		94		32	
Yes		80		72		97		88
No		20		28		3		12
Wants to be in a special class to improve writing	396		227		92		30	
Yes		39		73		57		63
No		61		27		43		37
Prefers to do writing assignments	395		227		95		33	
In class		24		26		14		6
At home		60		62		64		67
In library		11		9		18		27
Elsewhere		5		3		3		0
Prefers to write	168		238		98		33	
School essays		38		39		45		64
Poems		11		16		9		15
Letters		26		32		36		12
Newspaper articles		8		7		6		3
Other		17		6		4		6
Writing is part of job	397		221		90		32	
Large part		14		11		19		16
Small part		17		21		16		31
Not at all		23		24		18		19
No job		46		44		48		34

TABLE 48
(continued)

SPRING 1976, POST STUDENT QUESTIONNAIRE

WRITING: ATTITUDES AND INTERESTS

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Believes writing will be important in career	395		222		92		32	
Yes		79		79		85		84
No		21		21		15		16

*This column reports the number of students who responded to each item. In the high school experimental group, 394 students answered the questionnaire. In the high school control group, 225 answered the questionnaire. In the college experimental group, 98 answered the questionnaire. In the college control group, 32 students answered the questionnaire. If the number of students in a group who responded to a given item is smaller than the group total, it indicates that some students did not respond to the given item. If the number of students in a group who responded to a given item is larger than the group total, it indicates that some students chose more than one answer for the given item.

**Percentages may not equal 100% because of rounding off to the nearest percent.

N.B. The spring semester student questionnaires were pre and post paired. The data were then hand-tabulated. The small differences in numbers between some pre and post cells are attributable to human error in counting large numbers many times.

TABLE 49

SPRING 1976, POST STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major reading problems	514		264		115		46	
Inability to grasp central idea		16		15		11		20
Inability to grasp supporting ideas		16		19		23		15
Inability to understand mood or tone in literature		18		16		21		13
Inadequate vocabulary		26		22		29		28
Inability to understand meaning of words in context		18		20		12		15
Other		7		7		4		9

TABLE 49
(continued)

SPRING 1976, POST STUDENT QUESTIONNAIRE

PROBLEMS IN READING AND WRITING

	High School Exp.		High School Cont.		College Exp.		College Cont.	
	n*	%**	n*	%**	n*	%**	n*	%**
Self-description of major writing problems	605		303		142		66	
Insufficient ideas		13		16		15		9
Inability to organize		20		26		23		29
Commitment of gross errors in grammar		20		19		23		17
Inadequate knowledge of punctuation and mechanics		15		12		13		17
Inability to spell		13		13		8		8
Poor diction and vocabulary		15		12		11		17
Other		4		3		6		4

*This column reports the number of students who responded to each item. In the high school experimental group, 394 students answered the questionnaire. In the high school control group, 225 answered the questionnaire. In the college experimental group, 98 answered the questionnaire. In the college control group, 32 students answered the questionnaire. If the number of students in a group who responded to a given item is smaller than the group total, it indicates that some students did not respond to the given item. If the number of students in a group who responded to a given item is larger than the group total, it indicates that some students chose more than one answer for the given item.

**Percentages may not equal 100% because of rounding off to the nearest percent.

N.B. The spring semester student questionnaires were pre and post paired. The data were then hand-tabulated. The small differences in numbers between some pre and post cells are attributable to human error in counting large numbers many times.

APPENDIX D

TABLE 50

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by High School Teachers Fall 1975

Ideas

		Fourth Essay	
		Pass	Fail
First Essay	Pass	127	28
	Fail	54	28

$\chi^2 = 8.24, p < .01$

Organization

		Fourth Essay	
		Pass	Fail
First Essay	Pass	100	21
	Fail	89	27

$\chi^2 = 42.04, p < .001$

Sentence Structure

		Fourth Essay	
		Pass	Fail
First Essay	Pass	124	12
	Fail	70	31

$\chi^2 = 41.02, p < .001$

Wording

		Fourth Essay	
		Pass	Fail
First Essay	Pass	95	22
	Fail	62	58

$\chi^2 = 19.05, p < .001$

TABLE 50
(Continued)

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by High School Teachers
Fall 1975

Punctuation

		Fourth Essay	
		Pass	Fail
First Essay	Pass	63	27
	Fail	44	103

$\chi^2 = 4.07,\ p < .05$

Run-On Sentences

		Fourth Essay	
		Pass	Fail
First Essay	Pass	120	21
	Fail	62	34

$\chi^2 = 20.25,\ p < .001$

Sentence Fragments

		Fourth Essay	
		Pass	Fail
First Essay	Pass	144	17
	Fail	52	24

$\chi^2 = 17.75,\ p < .001$

Incorrect Principal Parts of Verb

		Fourth Essay	
		Pass	Fail
First Essay	Pass	169	26
	Fail	28	14

$\chi^2 = .07$, N.S.

TABLE 50
(Continued)

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems
as Reported by High School Teachers
Fall 1975

Lack of Subject-Verb Agreement

		Fourth Essay	
		Pass	Fail
First Essay	Pass	150	17
	Fail	45	25

$\chi^2 = 12.65, p < .001$

Incorrect Case of Pronoun

		Fourth Essay	
		Pass	Fail
First Essay	Pass	176	8
	Fail	38	15

$\chi^2 = 19.57, p < .001$

Legend: All blocks of four cells in this table are read as follows, using the first block as an example: in the category of "ideas" 127 students were reported to have had no problems in both the first and fourth essays (pass-pass); 28 students were reported to have had problems in both the first and fourth essays (fail-fail); 28 students were reported to have had no problems in the first essay but to have had problems in the fourth essay (pass-fail); 54 students were reported to have had problems in the first essay but to have had no problems in the fourth essay (fail-pass). A chi-square test was performed upon the pass-fail vs. fail-pass cells.

Note: Discrepencies in numbers reported in this table and in Table 18, Part IV, are attributable to differences in tabulation systems. All differences, however, are slight.

TABLE 51

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by High School Teachers Spring 1976

Ideas

		Fourth Essay	
		Pass	Fail
First Essay	Pass	150	17
	Fail	89	34

$\chi^2 = 48.91, p < .001$

Organization

		Fourth Essay	
		Pass	Fail
First Essay	Pass	125	10
	Fail	130	25

$\chi^2 = 102.86, p < .001$

Sentence Structure

		Fourth Essay	
		Pass	Fail
First Essay	Pass	100	23
	Fail	126	41

$\chi^2 = 71.20, p < .001$

Wording

		Fourth Essay	
		Pass	Fail
First Essay	Pass	92	27
	Fail	110	61

$\chi^2 = 50.28 \quad p < .001$

TABLE 51
(Continued)

A Comparison Between Student First Essay Problems
and Student Fourth Essay Problems
as Reported by High School Teachers
Spring 1976

Punctuation

		Fourth Essay	
		Pass	Fail
First Essay	Pass	39	28
	Fail	69	154

$\chi^2 = 17.33, p < .001$

Run-On Sentences

		Fourth Essay	
		Pass	Fail
First Essay	Pass	166	20
	Fail	86	18

$\chi^2 = 41.09 \quad p < .001$

Sentence Fragments

		Fourth Essay	
		Pass	Fail
First Essay	Pass	172	18
	Fail	85	15

$\chi^2 = 43.58, p < .001$

Incorrect Principal Parts of Verb

		Fourth Essay	
		Pass	Fail
First Essay	Pass	190	15
	Fail	72	13

$\chi^2 = 37.34, p < .001$

TABLE 51
(Continued)

A Comparison Between Student First Essay Problems
and Student Fourth Essay Problems
as Reported by High School Teachers
Spring 1976

Lack of Subject-Verb Agreement

		Fourth Essay	
		Pass	Fail
First Essay	Pass	183	14
	Fail	62	31

$\chi^2 = 30.32,\ p < .001$

Incorrect Case of Pronoun

		Fourth Essay	
		Pass	Fail
First Essay	Pass	208	10
	Fail	48	24

$\chi^2 = 24.90,\ p < .001$

Legend: All blocks of four cells in this table are read as follows, using the first block as an example: in the category of "ideas" 150 students were reported to have had no problems in both the first and fourth essays (pass-pass); 34 students were reported to have had problems in both the first and fourth essays (fail-fail); 17 students were reported to have had no problems in the first essay but to have had problems in the fourth essay (pass-fail); 89 students were reported to have had problems in the first essay but to have had no problems in the fourth essay (fail-pass). A chi-square test was performed upon the pass-fail vs. fail-pass cells.

Note: Within any problem category, the total number of students who are reported to have failed the first essay (i.e., those who failed the first essay and passed the fourth essay added to those who failed the first essay and failed the fourth essay) equals the number of students who had problems in the first essay, as reported in Table 20, Part IV. Similarly, within any problem category, the total number of students who are reported to have failed the fourth essay (i.e., those who passed the first essay and failed the fourth essay added to those who failed the first essay and failed the fourth essay) equals the number of students who had problems in the fourth essay as reported in Table 20, Part IV.

TABLE 52

A Comparison Between Student First Essay Problems
and Student Fourth Essay Problems
as Reported by College Teachers
Fall 1975

Ideas

		Fourth Essay	
		Pass	Fail
First Essay	Pass	75	15
	Fail	29	13

$\chi^2 = 4.45, p < .05$

Organization

		Fourth Essay	
		Pass	Fail
First Essay	Pass	50	10
	Fail	58	14

$\chi^2 = 33.88, p < .001$

Sentence Structure

		Fourth Essay	
		Pass	Fail
First Essay	Pass	66	9
	Fail	36	21

$\chi^2 = 16.20, p < .001$

Wording

		Fourth Essay	
		Pass	Fail
First Essay	Pass	37	17
	Fail	33	45

$\chi^2 = 5.12, p < .05$

TABLE 52
(Continued)

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by College Teachers Fall 1975

Punctuation

		Fourth Essay	
		Pass	Fail
First Essay	Pass	35	7
	Fail	34	56

$\chi^2 = 17.78, p < .001$

Run-On Sentences

		Fourth Essay	
		Pass	Fail
First Essay	Pass	89	19
	Fail	17	7

$\chi^2 = 0.11$, N.S.

Sentence Fragments

		Fourth Essay	
		Pass	Fail
First Essay	Pass	90	11
	Fail	25	6

$\chi^2 = 5.44, p < .05$

Incorrect Principal Parts of Verb

		Fourth Essay	
		Pass	Fail
First Essay	Pass	89	20
	Fail	22	1

$\chi^2 = 0.10$, N.S.

TABLE 52
(Continued)

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by College Teachers Fall 1975

Lack of Subject-Verb Agreement

		Fourth Essay	
		Pass	Fail
First Essay	Pass	94	10
	Fail	24	4

$\chi^2 = 5.76, p < .05$

Incorrect Case of Pronoun

		Fourth Essay	
		Pass	Fail
First Essay	Pass	106	2
	Fail	24	0

$\chi^2 = 18.62, p < .001$

Legend: All blocks of four cells in this table are read as follows, using the first block as an example: in the category of "ideas" 75 students were reported to have had no problems in both the first and fourth essays (pass-pass); 13 students were reported to have had problems in both the first and fourth essays (fail-fail); 15 students were reported to have had no problems in the first essay but to have had problems in the fourth essay (pass-fail); 29 students were reported to have had problems in the first essay but to have had no problems in the fourth essay (fail-pass). A chi-square test was performed upon the pass-fail vs. fail-pass cells.

Note: Discrepencies in numbers reported in this table and in Table 21, Part IV, are attributable to differences in tabulation systems. All differences, however, are slight.

TABLE 53

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by College Teachers Spring 1976

Ideas

		Fourth Essay	
		Pass	Fail
First Essay	Pass	55	7
	Fail	22	17

$\chi^2 = 7.76,\ p < .01$

Organization

		Fourth Essay	
		Pass	Fail
First Essay	Pass	39	1
	Fail	47	14

$\chi^2 = 44.08,\ p < .001$

Sentence Structure

		Fourth Essay	
		Pass	Fail
First Essay	Pass	29	4
	Fail	31	37

$\chi^2 = 20.83,\ p < .001$

Wording

		Fourth Essay	
		Pass	Fail
First Essay	Pass	22	1
	Fail	31	47

$\chi^2 = 28.13,\ p < .001$

TABLE 53
(Continued)

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by College Teachers Spring 1976

Punctuation

		Fourth Essay	
		Pass	Fail
First Essay	Pass	18	4
	Fail	31	48

$\chi^2 = 20.83, p < .001$

Run-On Sentences

		Fourth Essay	
		Pass	Fail
First Essay	Pass	43	11
	Fail	30	17

$\chi^2 = 8.80, p < .01$

Sentence Fragments

		Fourth Essay	
		Pass	Fail
First Essay	Pass	36	5
	Fail	35	25

$\chi^2 = 22.50, p < .001$

Incorrect Principal Parts of Verb

		Fourth Essay	
		Pass	Fail
First Essay	Pass	51	8
	Fail	26	16

$\chi^2 = 9.53, p < .01$

TABLE 53
(Continued)

A Comparison Between Student First Essay Problems and Student Fourth Essay Problems as Reported by College Teachers
Spring 1976

Lack of Subject-Verb Agreement

First Essay		Fourth Essay: Pass	Fourth Essay: Fail
First Essay	Pass	32	7
	Fail	27	35

$\chi^2 = 11.76$, $p < .001$

Incorrect Case of Pronoun

First Essay		Fourth Essay: Pass	Fourth Essay: Fail
First Essay	Pass	66	2
	Fail	29	4

$\chi^2 = 23.52$, $p < .001$

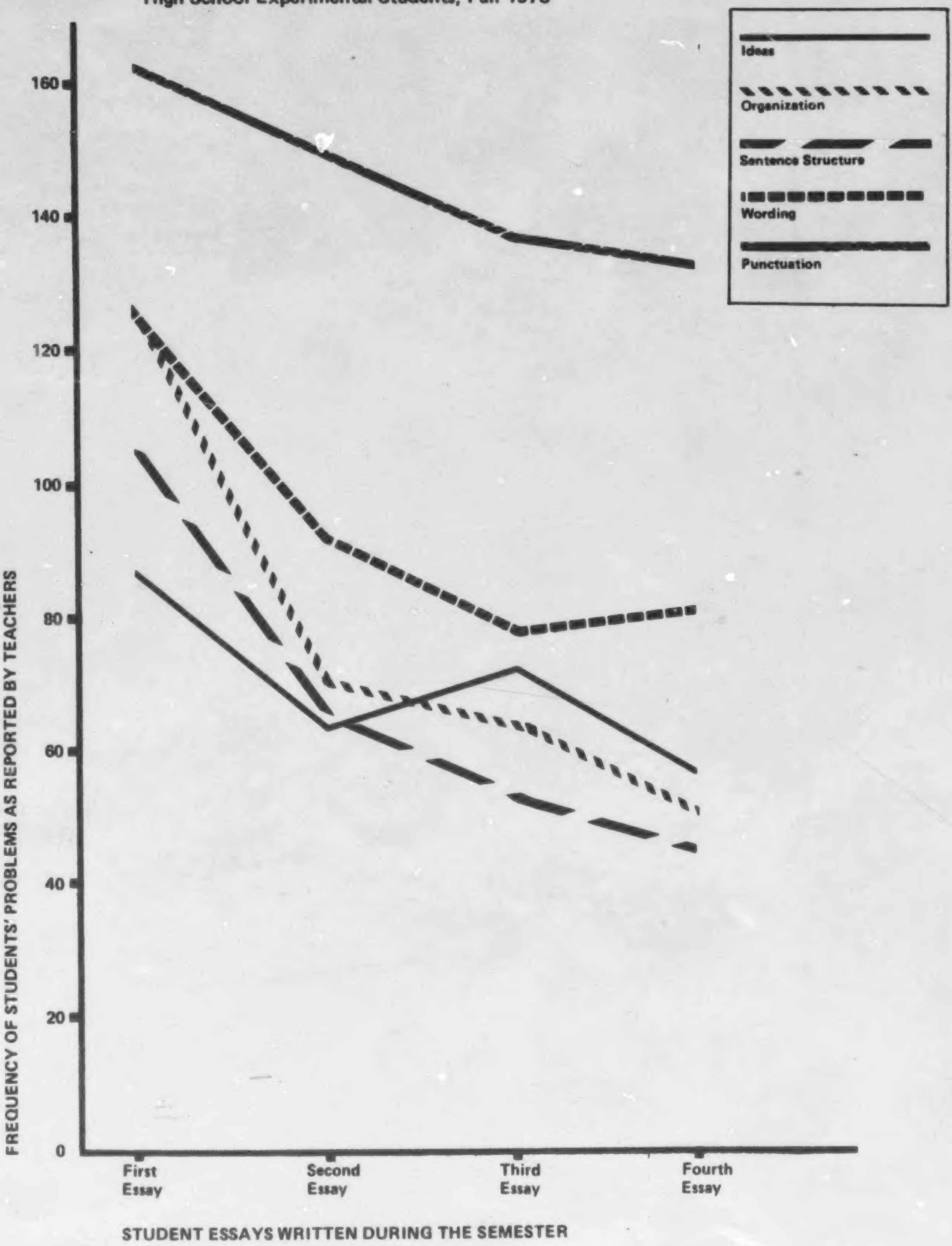
Legend: All blocks of four cells in this table are read as follows, using the first block as an example: in the category of "ideas" 55 students were reported to have had no problems in both the first and fourth essays (pass-pass); 17 students were reported to have had problems in both the first and fourth essays(fail-fail); 7 students were reported to have had no problems in the first essay but to have had problems in the fourth essay (pass-fail); 22 students were reported to have had problems in the first essay but to have had no problems in the fourth essay (fail-pass). A chi-square test was performed upon the pass-fail vs fail-pass cells.

Note: Within any problem category, the total number of students who are reported to have failed the first essay (i.e., those who failed the first essay and passed the fourth essay added to those who failed the first essay and failed the fourth essay) equals the number of students who had problems in the first essay, as reported in Table 22, Part IV. Similarly, within any problem category, the total number of students who are reported to have failed the fourth essay (i.e., those who passed the first essay and failed the fourth essay added to those who failed the first essay and failed the fourth essay) equals the number of students who had problems in the fourth essay as reported in Table 22, Part IV.

FIGURE 1

NUMBER OF ESSAYS WITH ERRORS IN MAJOR ELEMENTS OF WRITING AS REPORTED BY TEACHERS

High School Experimental Students, Fall 1975



NUMBER OF ESSAYS WITH GROSS ERRORS AS REPORTED BY TEACHERS

High School Experimental Students, Fall 1975

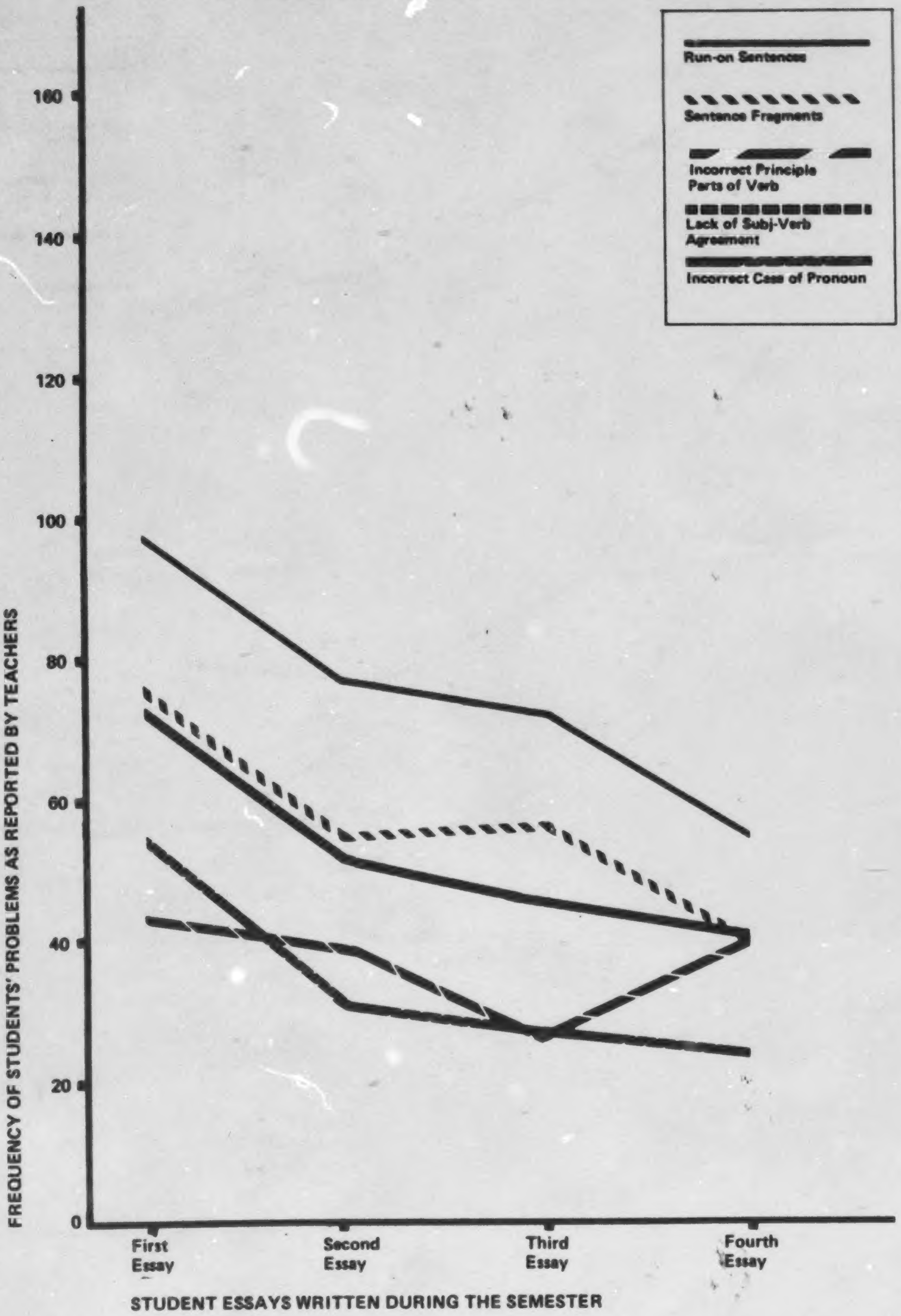


FIGURE 3

NUMBER OF ESSAYS WITH ERRORS IN MAJOR ELEMENTS OF WRITING AS REPORTED BY TEACHERS

College Experimental Students, Fall 1975

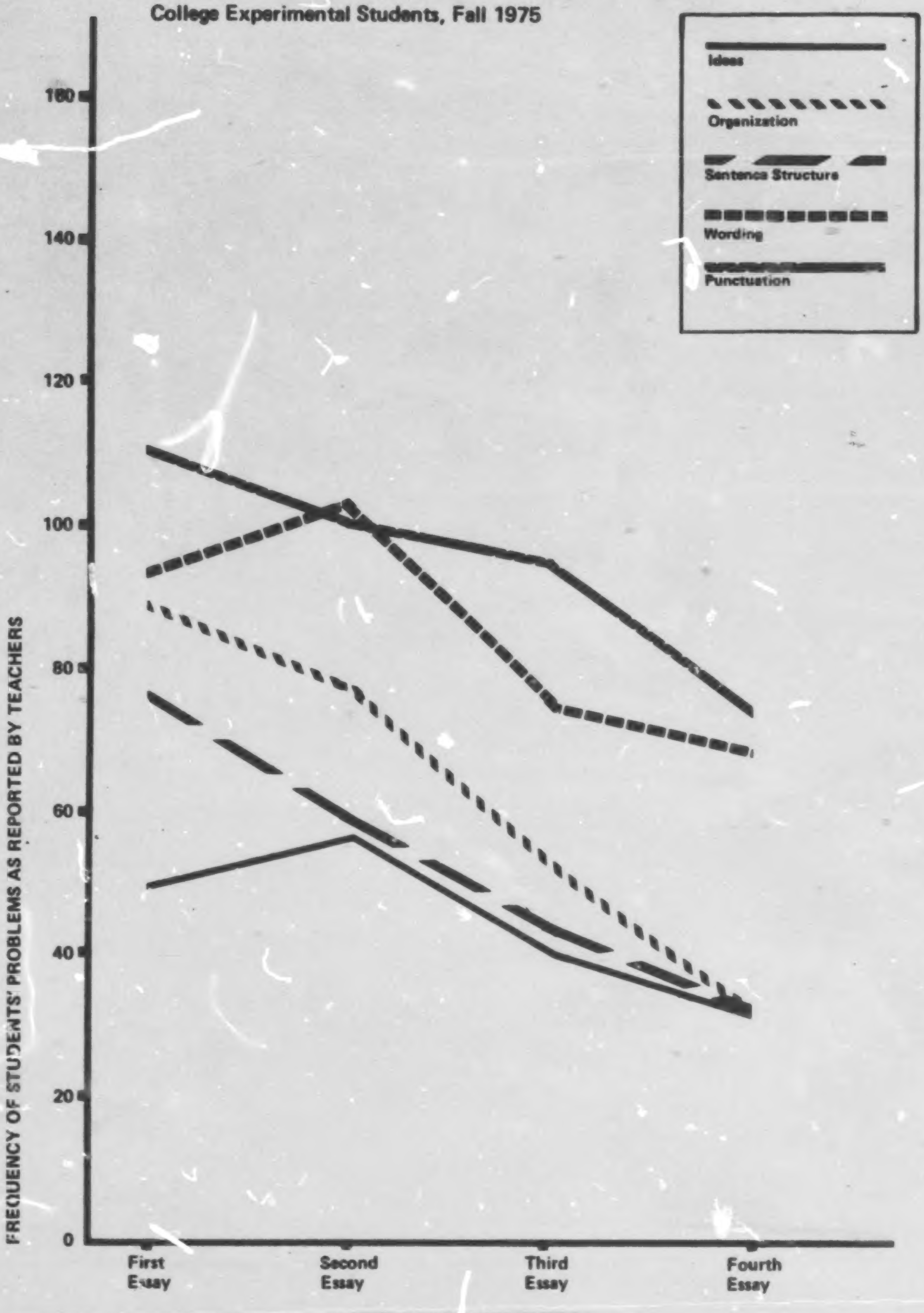
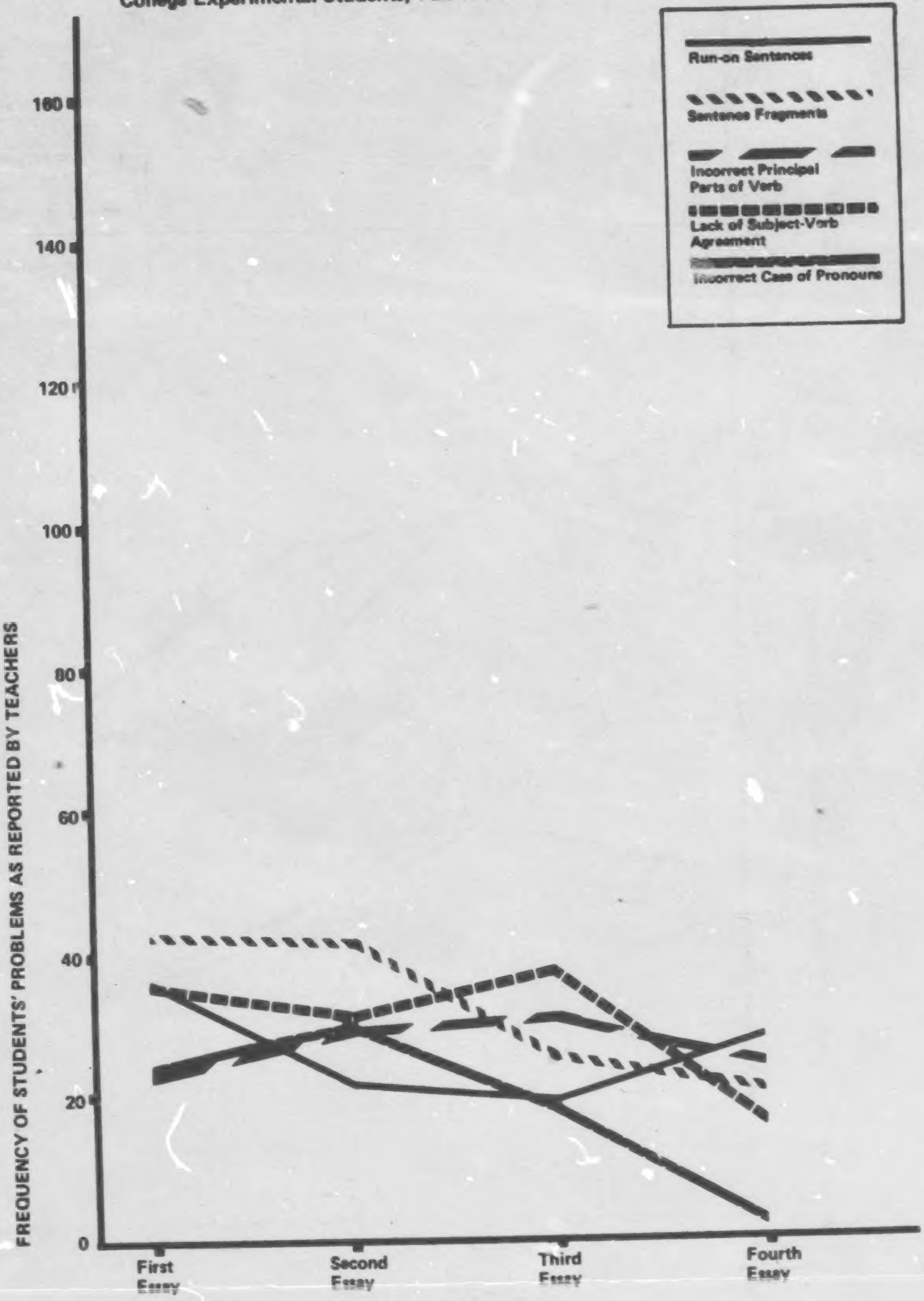


FIGURE 4

NUMBER OF ESSAYS WITH GROSS ERRORS AS REPORTED BY TEACHERS

College Experimental Students, Fall 1975



STUDENT ESSAYS WRITTEN DURING THE SEMESTER

FIGURE 5

NUMBER OF ESSAYS WITH ERRORS IN MAJOR ELEMENTS OF WRITING AS REPORTED BY TEACHERS

High School Experimental Students, Spring 1976

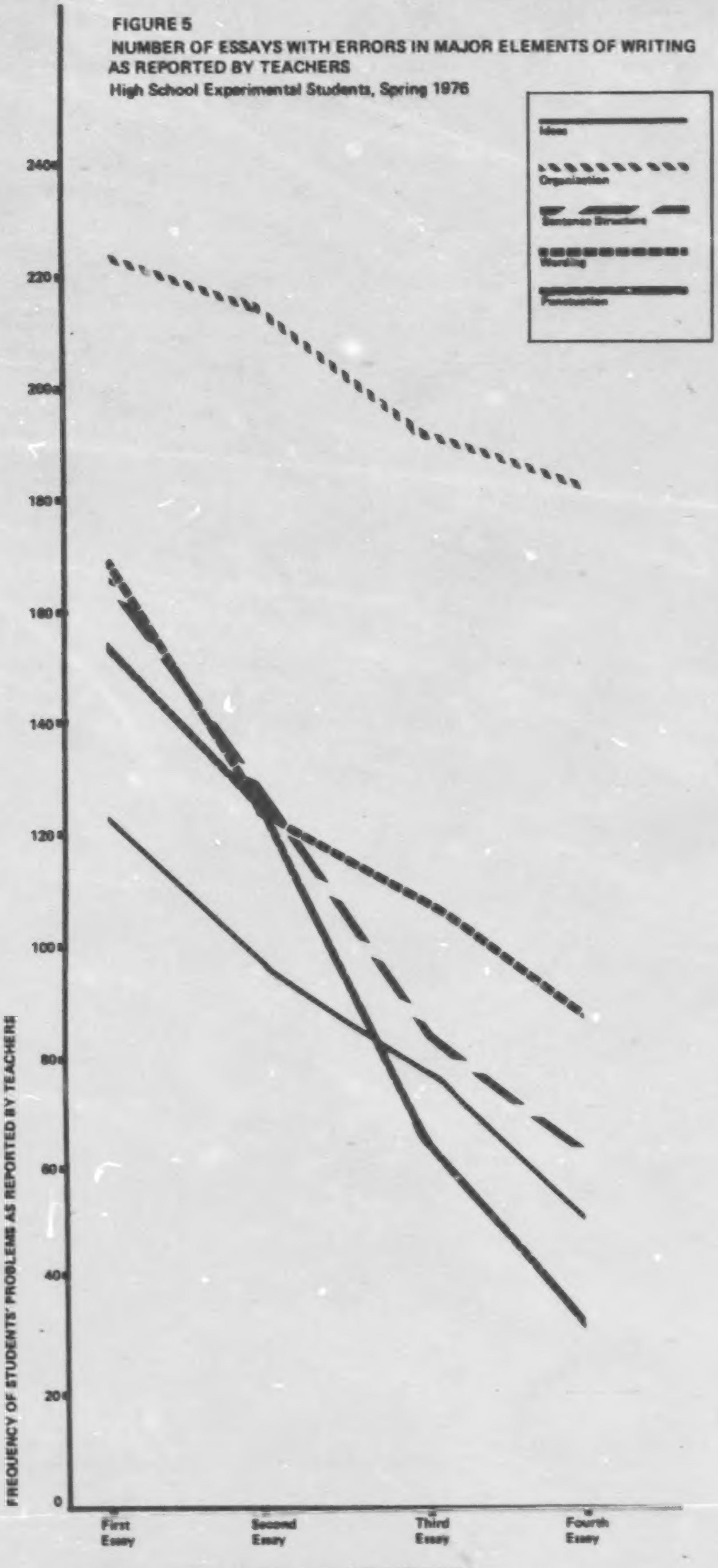


FIGURE 6

NUMBER OF ESSAYS WITH GROSS ERRORS AS REPORTED BY TEACHERS

High School Experimental Students, Spring 1976

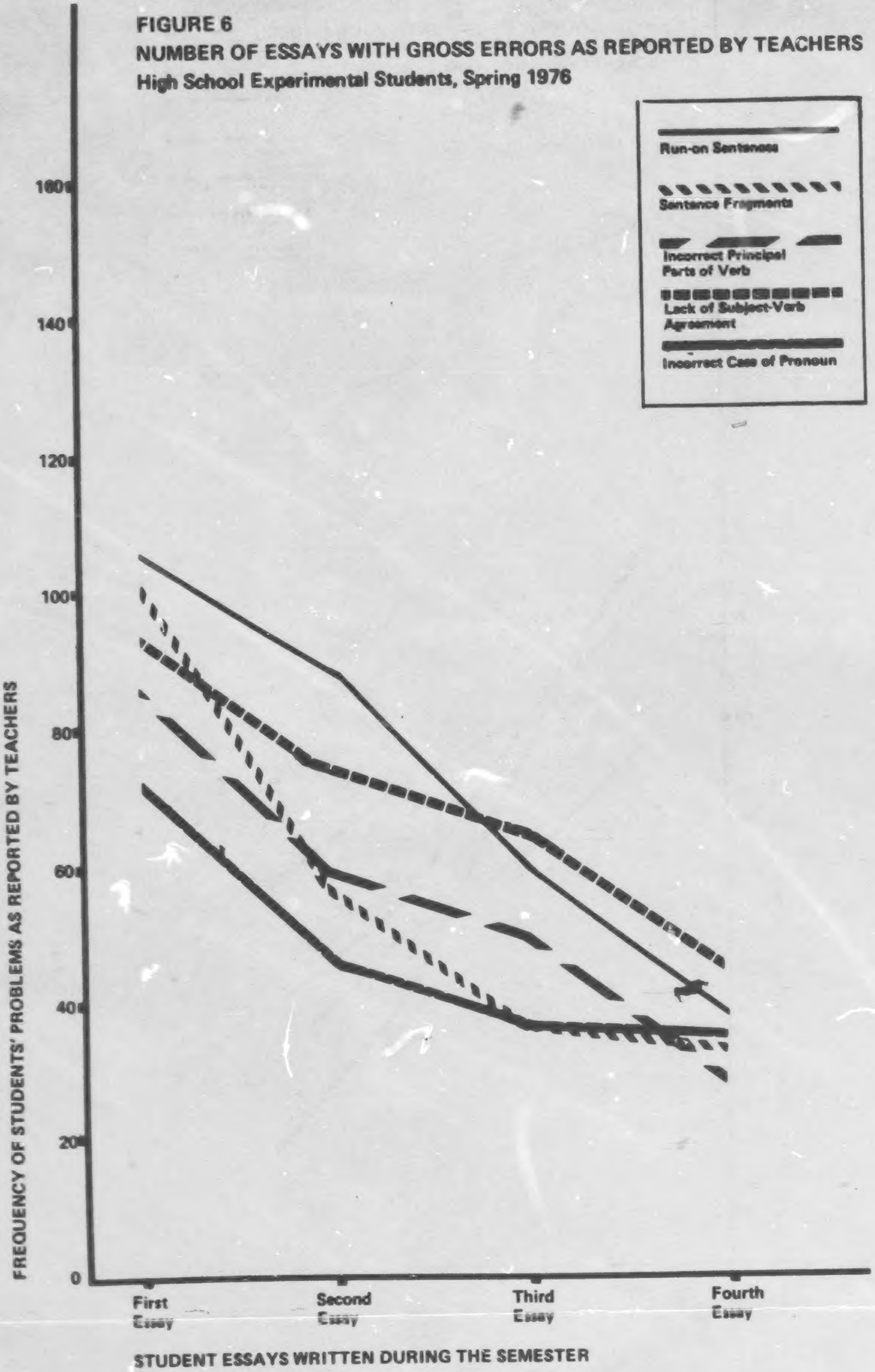


FIGURE 7

NUMBER OF ESSAYS WITH ERRORS IN MAJOR ELEMENTS OF WRITING AS REPORTED BY TEACHERS

College Experimental Students, Spring 1976

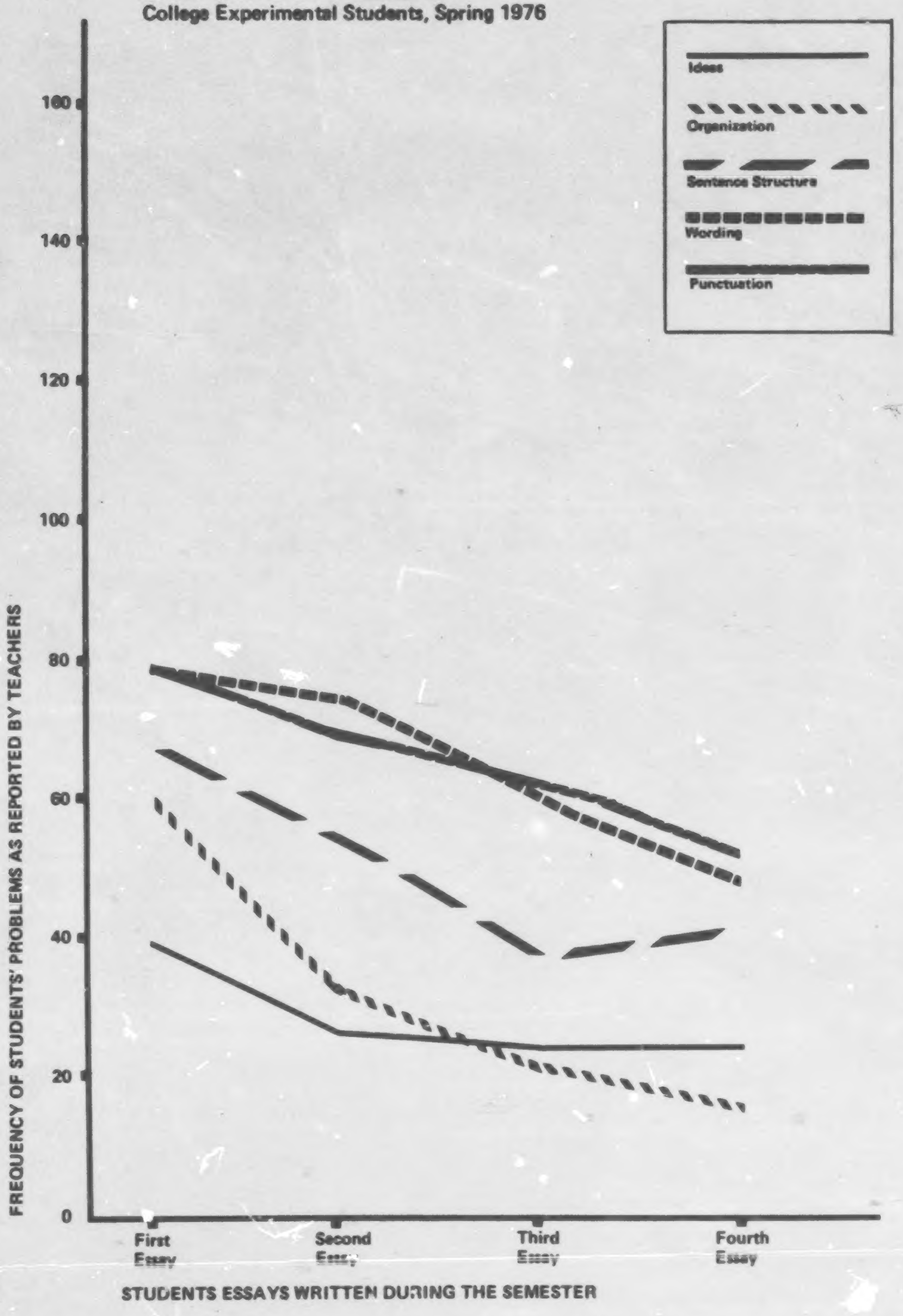


FIGURE 8

NUMBER OF ESSAYS WITH GROSS ERRORS AS REPORTED BY TEACHERS

College Experimental Students, Spring 1976

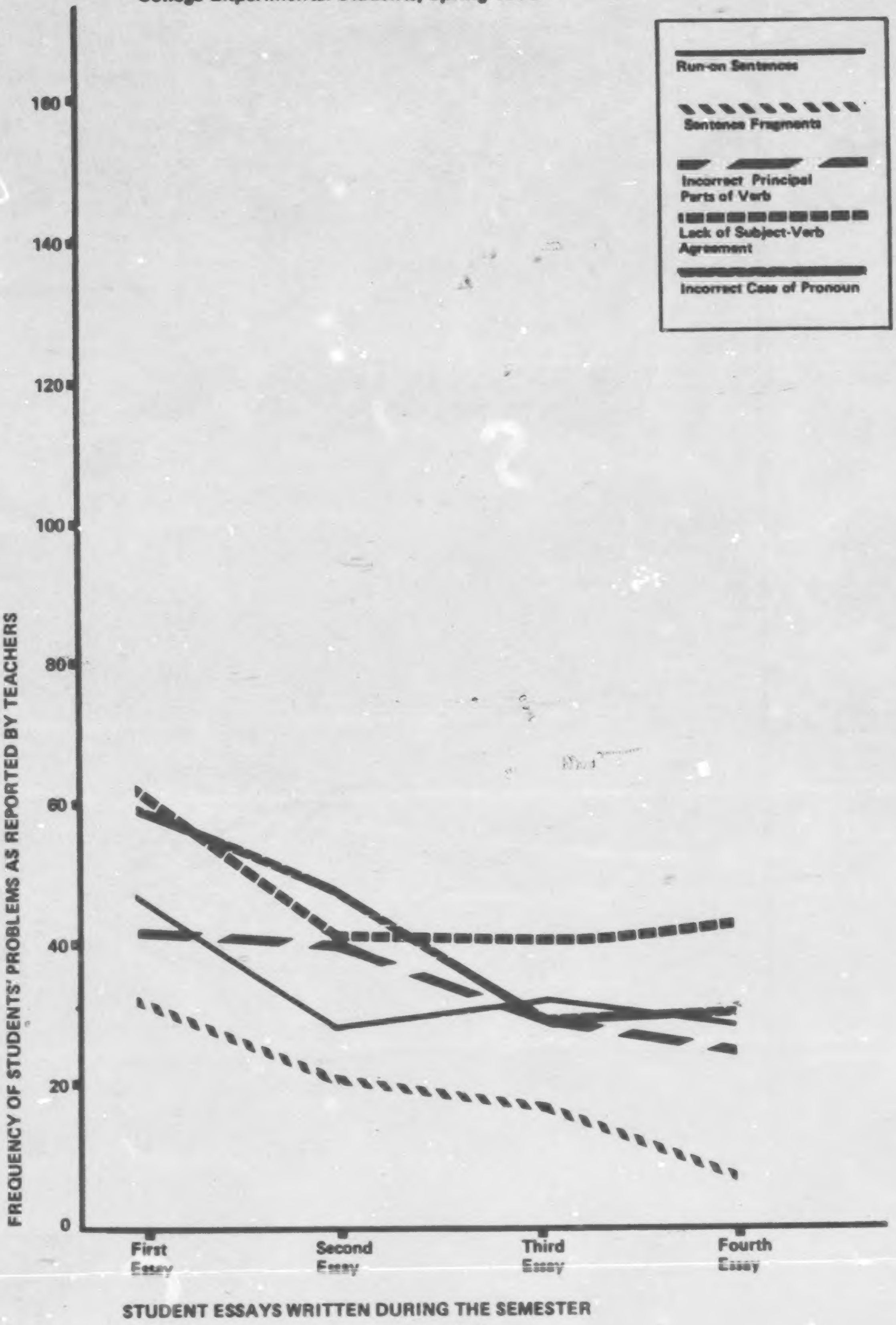


TABLE 54

Curriculum-Based Reading Assessment Scores on Items Testing Comprehension of the Paragraphs About Communication (Items 11-15)
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	228	2.95	3.74	0.79	11.39*		
						1, 359	2.68 (N.S.)
High School Control	134	3.10	3.63	0.53	5.25*		
College Experimental	138	3.10	4.00	0.90	11.25*		
						1, 224	0.03 (N.S.)
College Control	89	3.27	4.01	0.74	7.12*		

There are 5 items in this scale.

*$p < .001$

TABLE 55

Curriculum-Based English Error Recognition Scores--Sentence Fragments
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	227	6.60	7.08	0.48	3.66**	1, 357	0.11 (N.S.)
High School Control	133	6.85	7.29	0.44	2.30*		
College Experimental	138	7.08	7.75	0.67	3.62**	1, 224	0.39 (N.S.)
College Control	89	7.24	7.66	0.42	1.98*		

There are 9 items in this scale.

*$p < .05$
**$p < .001$

TABLE 56

Curriculum-Based English Error Recognition Scores--Run-Together Sentences
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	227	6.67	6.87	0.20	1.66 (N.S.)		–
						1, 357	0.00 (N.S.)
High School Control	133	7.08	7.07	-0.01	0.05 (N.S.)		
College Experimental	138	7.26	7.26	0.00	0.00 (N.S.)		
						1, 224	0.65 (N.S.)
College Control	89	7.17	7.06	-0.11	0.61 (N.S.)		

There are 9 items in this scale.

Note: The negative sign represents the direction of mean difference from pre to post.

TABLE 57

Curriculum-Based English Error Recognition Scores--Lack of Subject-Verb Agreement
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	227	6.12	6.67	0.55	4.54**	1, 357	2.15 (N.S.)
High School Control	133	7.02	6.95	-0.07	0.39 (N.S.)		
High School Experimental	138	6.88	7.30	0.42	2.42*	1, 224	2.47 (N.S.)
High School Control	89	6.91	6.97	0.06	0.30 (N.S.)		

There are 9 items in this scale.

*p < .05
**p < .001

Note: The negative sign represents the direction of mean difference from pre to post.

TABLE 58

Curriculum-Based English Error Recognition Scores--Incorrect Principal Parts of Verb
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	227	6.89	7.19	0.30	2.84*	1, 357	1.63 (N.S.)
High School Control	133	7.35	7.28	-0.07	0.55 (N.S.)		
College Experimental	138	7.34	7.42	0.08	0.56 (N.S.)	1, 224	0.03 (N.S.)
College Control	89	7.35	7.45	0.10	0.63 (N.S.)		

There are 9 items in this scale.

*$p < .01$

Note: The negative sign represents the direction of mean difference from pre to post.

TABLE 59

Curriculum-Based English Error Recognition Scores--Incorrect Case of Pronoun
Experimental and Control Groups
Spring 1976

	n	Pretest $\overline{X}$	Posttest $\overline{X}$	$\overline{X}$ Difference	t-test	df	F-ratio
High School Experimental	227	7.65	7.79	0.13	1.62 (N.S.)	1, 357	1.59 (N.S.)
High School Control	133	7.77	7.70	-0.07	0.64 (N.S.)		
College Experimental	138	7.92	7.84	-0.08	0.68 (N.S.)	1, 224	0.01 (N.S.)
College Control	89	8.17	7.93	-0.24	2.23*		

There are 9 items in this scale.

$*p < .05$

Note: The negative sign represents the direction of mean difference from pre to post.

TABLE 60

A Summary of Responses to Teacher Self-Reports, TAP #1
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n	$\overline{P}$*
READING OBJECTIVES							
1. Examining basic sources of denotative word meanings: dictionary and personal experiences		21	11%				
2. Noting key words and using simple paraphrasing as an aid to comprehension of a four-paragraph expository essay		13	16%	8	33%		
3. Observing how word concepts are developed through reading and how extended meanings are conveyed in writing		19	8%	2	34%		
WRITING OBJECTIVES							
1. Studying and analyzing the organization of the sample four-paragraph expository essay		18	13%	3	39%		
2. Preparing a "think sheet" of key words to draw upon when writing		19	16%	2	38%		
3. Writing a guided four-paragraph expository essay using the prepared "think sheet" and drawing upon an understanding of the structure of the sample essay	2	12	18%	7	36%		

Notes:

1. A total of 23 teachers used the curriculum materials. Only 21 Self-Reports are reported here because 2 of the Self-Reports were filled in without attention to the given objectives or percentage categories.

2. A total of 15 Self-Reports for this TAP were reported here as pro-rated estimates because some teachers gave percentages that totaled more than 100%.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 61

A Summary of Responses to Teacher Self-Reports, TAP #2A
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Paraphrase sentences in a paragraph to note the key idea of each sentence	1	20	12%	2	30%		
2. Discover the relationships among the key ideas and identify the topic sentence of the paragraph		22	13%	1	30%		
3. Show the relationship of supporting-detail sentences to the topic sentence by means of a simple outline	1	22	12%				
4. Recognize the systematic ordering of sentences in a paragraph as an aid to comprehension	2	21	9%				
WRITING OBJECTIVES							
1. Study and analyze the separate parts of the sample four-paragraph expository essay		22	13%	1	35%		
2. Write topic sentences containing key ideas for "body" paragraphs	1	17	18%	4	30%	1	65%
3. Write supporting-detail sentences for "body" paragraphs	1	19	17%	3	35%		

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 62

A Summary of Responses to Teacher Self-Reports, TAP #2B
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{p}$*	n*	$\overline{p}$*	n*	$\overline{p}$*
READING OBJECTIVES							
1. Employ previously learned reading techniques to identify topic sentences in paragraphs		22	10%				
2. Identify key meanings of sentences in order to infer the main idea of a paragraph		21	14%	1	30%		
3. Rearrange sentence order in paragraphs to observe relationships between organization in writing and comprhension in reading	10	12	10%				
WRITING OBJECTIVES							
1. Understand the impact on the reader of placing topic sentences in various positions in the paragraph, and apply this understanding to writing topic sentences in the initial position	3	19	12%				
2. Analyze supporting-detail sentences in sample "body" paragraphs to understand the use of specific details for topic sentence support		18	20%	4	33%		
3. write transitional words to link ideas in sample "body" paragraphs		18	13%	4	35%		
4. Write a four-paragraph expository essay drawing upon all writing skills learned so far	6	10	19%	6	40%		

Notes:

1. A total of 23 teachers used the curriculum materials. Only 22 Self-Reports are reported here because 1 of the Self-Reports was filled in without attention to the given objectives or percentage categories.

2. One Self-Report for this TAP is reported here as a pro-rated estimate because one of the teachers gave percentages that totaled more than 100%.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 63

A Summary of Responses to Teacher Self-Reports, TAP #3A
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Note key words to discover core meanings of complicated sentences		22	13%				
2. demonstrate reading comprehension of complicated sentences by noting essential points in the sentence		20	16%	2	35%		
WRITING OBJECTIVES							
1. Note core meanings in sentences to understand the need to write complete sentences	1	21	15%				
2. apply the "three-step test of sentence completeness" to proofread for sentence fragments		9	21%	12	35%	1	60%
3. correct sentence fragments by re-writing to form complete sentences	2	9	19%	11	34%		

Notes:

1. A total of 23 teachers used the curriculum materials. Only 22 Self-Reports are reported here because 1 of the Self Reports was filled in without attention to the given objectives or percentage categories.

2. Two Self-Reports for this TAP are reported here as pro-rated estimates because two of the teachers gave percentages that totaled more than 100%.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 64

A Summary of Responses to Teacher Self-Reports, TAP #3B
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Practice previously acquired skills in reading and writing to find core meanings of sentences	4	19	10%				
2. Discover that some sentence cores include compound subjects and/or compound verbs	1	22	12%				
3. Note that some sentences contain two cores with a connecting word to show relationship	1	22	12%				
4. Explicate the importance of understanding various sentence structures	5	18	9%				
WRITING OBJECTIVES							
1. Note core meanings in sentences to understand the distinction between compounding verbs or subjects and writing run-together sentences	1	21	13%	1	30%		
2. Apply the "three-step test of sentence completeness" to proofread for run-together sentences		15	20%	8	34%		
3. correct run-together sentences with punctuation or conjunctions	1	15	18%	7	36%		

Note:

Four Self-Reports for this TAP are reported here as pro-rated estimates because two of the teachers gave percentages that totaled more than 100%.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 65

A Summary of Responses to Teacher Self-Reports, TAP #4A
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Read sample paragraphs to note the kind of information included in each	1	21	13%				
2. Note clue words to select from three choices (time order, comparison-contrast, cause and effect) the appropriate organizational pattern for each paragraph		18	16%	4	31%		
3. Visualize the pattern of each paragraph by entering key words in a chart to show its organization	4	17	12%	1	30%		
WRITING OBJECTIVES							
1. Study and analyze paragraph patterns in the sample four-paragraph expository essay	1	18	15%	3	31%		
2. Note supporting details used to organize sample "body" paragraphs	1	19	13%	2	40%		
3. Write expository essay "body" paragraphs that follow given paragraph patterns	1	10	17%	10	36%	1	60%

Note:

Of the 23 teachers who used the curriculum materials, 22 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 66

A Summary of Responses to Teacher Self-Reports, TAP 4B
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Identify patterns of paragraphs with limited clue words	1	18	15%	3	30%		
2. Select and complete organizational diagrams appropriate to patterns of sample paragraphs		22	17%				
3. Analyze paragraph patterns as an aid to reading comprehension	2	20	13%				
WRITING OBJECTIVES							
1. Study and analyze patterns of sample introductory and concluding paragraphs		14	19%	8	32%		
2. Write introductory and concluding paragraphs that complement given "body" paragraphs		9	20%	12	37%	1	60%

Note:

Of the 23 teachers who used the curriculum materials, 22 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 67

A Summary of Responses to Teacher Self-Reports, TAP #5
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Evolve the meaning of "homograph" by identifying the name common to several dissimilar objects	2	18	8%				
2. Examine a dictionary entry to note multiple meanings of a commonly used homograph	6	14	9%				
3. Discover the function of context in delimiting word meaning	2	18	12%				
4. Use sentence context to select appropriate glossary meanings for homographs in an essay	2	16	15%	2	30%		
WRITING OBJECTIVES							
1. Understand from sentence context whether a subject requires a singular or plural verb		14	17%	6	35%		
2. Note the special subjects that always require singular verbs and those that always require plural verbs		17	13%	3	30%		
3. Write a "body" paragraph using correct subject-verb agreement and drawing upon all writing skills learned so far	4	8	12%	8	41%		

Note:

Of the 23 teachers who used the curriculum materials, 20 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 68

A Summary of Responses to Teacher Self-Reports, TAP #6A
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Review understanding of the word "time" and note its dictionary definitions	3	17	7%	1	30%		
2. Study sentences in "body" paragraphs to discover the words used to denote time	1	19	14%	1	30%		
3. Complete a chart classifying words as expressing past, present or future time	3	17	10%	1	35%		
4. Note that time words are essential to every sentence in the paragraph	3	18	9%				
WRITING OBJECTIVES							
1. Identify past, present, and future tenses in selected sentences taken from the reading lesson		17	16%	4	31%		
2. Identify the nine major active tenses	4	15	19%	2	30%		
3. Demonstrate the ability to use the principal parts of selected regular and irregular verbs, particularly noting the difference between the simple past and the past participle verb forms	1	11	17%	9	39%		

Note:

Of the 23 teachers who used the curriculum materials, 21 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 69

A Summary of Responses to Teacher Self-Reports, TAP #6B
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$%	n*	$\overline{P}$%	n*	$\overline{P}$%
READING OBJECTIVES							
1. Read and analyze "body" paragraphs to note time relationships		15	13%	2	40%		
2. Arrange sentences in time order to gain understanding of sequence	5	12	10%				
3. Classify words and sentences expressing past, present, and future time to enhance reading comprehension	3	14	11%				
WRITING OBJECTIVES							
1. Identify past, present, and future tenses in sentences	1	16	14%				
2. Use the "ed" or "d" in writing past tense verb forms	3	14	10%				
3. Use the auxiliary verb when writing verbs containing a present participle	2	15	11%				
4. Select correct principal parts of verbs, particularly avoiding the interchange of the simple past and past participle when they are different	1	16	14%				
5. Write a four-paragraph expository essay using all verb forms correctly and drawing upon all writing skills learned so far		12	17%	5	39%		

Note:

Of the 23 teachers who used the curriculum materials, 17 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 70

A Summary of Responses to Teacher Self-Reports, TAP #7A
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Read introductory and "body" paragraphs and note pronouns to identify points of view in each paragraph		14	17%				
2. Note the influence of point of view on the reader	2	12	14%				
3. Select "body" paragraphs with congruent points of view for inclusion in a unified four-paragraph essay	3	10	14%	1	30%		
WRITING OBJECTIVES							
1. Note pronoun forms to understand the difference between subject and object pronouns	1	10	19%	3	33%		
2. Use correct pronoun case with special attention to compound, comparative, and reflexive constructions	1	11	18%	2	40%		
3. Write a "body" paragraph using correct pronoun case and drawing upon all writing skills learned so far	4	7	17%	3	30%		

Note:

Of the 23 teachers who used the curriculum materials, 14 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 71

A Summary of Responses to Teacher Self-Reports. TAP #7B
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\bar{P}$*	n*	$\bar{P}$*	n*	$\bar{P}$*
READING OBJECTIVES							
1. Read "body" paragraphs to note multiple points of view in each	1	9	16%	1	50%		
2. Observe the importance of noting multiple points of view in effective reading comprehension	2	8	15%	1	50%		
3. Review the organization of a four-paragraph expository essay	1	6	16%	4	40%		
WRITING OBJECTIVES							
1. Note pronouns and the antecedents to which they refer	3	6	18%	2	40%		
2. Write with clear pronoun reference	4	6	18%	1	30%		
3. Write a four-paragraph expository essay using correct pronoun case and clear pronoun reference, and drawing upon all writing skills learned so far	5	3	15%	3	37%		

Note:

Of the 23 teachers who used the curriculum materials, 11 completed this TAP.

*Sample size (n) and mean percent ($\bar{P}$)

TABLE 72

A Summary of Responses to Teacher Self-Reports, TAP #8
Fall 1975

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\bar{p}$*	n*	$\bar{p}$*	n*	$\bar{p}$*
READING OBJECTIVES							
1. Analyze and outline a four-paragraph essay in order to understand principles of essay organization		4	18%	5	35%		
2. Summarize the essay by using the outline as a guide	2	6	15%	1	40%		
WRITING OBJECTIVES							
1. Review outline techniques as they apply to writing an expository essay	1	7	16%	1	30%		
2. Plan a four-paragraph expository essay based on all essay writing principles studied in this course	2	3	23%	4	35%		
3. Write a four-paragraph expository essay drawing upon all skills learned in this course	3	4	20%	2	40%		

Note:

Of the 23 teachers who used the curriculum materials, 9 completed this TAP.

*Sample size (n) and mean percent ($\bar{P}$)

TABLE 73

A Summary of Responses to Teacher Self-Reports, TAP #1
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Examining basic sources of denotative word meanings: dictionary and personnal experiences		26	12%	1	30%		
2. Noting key words and using simple paraphrasing as an aid to comprehension of a four-paragraph expository essay		27	13%				
3. Observing how word concepts are developed through reading and how extended meanings are conveyed in writing	1	26	10%				
WRITING OBJECTIVES							
1. Studying and analyzing the organization of the sample four-paragraph expository essay		22	19%	4	38%	1	60%
2. Preparing a "think sheet" of key words to draw upon when writing		25	13%	2	30%		
3. Writing a guided four-paragraph expository essay using the prepared "think sheet" and drawing upon an understanding of the structure of the sample essay	1	14	21%	12	34%		

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 74

A Summary of Responses to Teacher Self-Reports, TAP #2A
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Examine sentences in a paragraph to note the key idea of each sentence	1	26	10%				
2. Discover the relationships among the key ideas and identify the topic sentence of the paragraph		26	11%	1	30%		
3. Show the relationship of supporting-detail sentences to the topic sentence by means of a simple outline		25	15%	2	30%		
4. Recognize the systematic ordering of sentences in a paragraph as an aid to comprehension	6	21	9%				
WRITING OBJECTIVES							
1. Study and analyze the separate parts of the sample four-paragraph expository essay	2	21	15%	4	36%		
2. Write topic sentences containing key ideas for "body" paragraphs		18	18%	9	34%		
3. Write supporting-detail sentences for "body" paragraphs	9	18	16%				

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 75

A Summary of Responses to Teacher Self-Reports, TAP 42B
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Employ previously learned reading techniques to identify topic sentences in paragraphs		24	11%	2	30%		
2. Identify key meanings of sentences in order to infer the main idea of a paragraph	1	23	14%	2	33%		
3. Rearrange sentence order in paragraphs to observe relationships between organization in writing and comprehension in reading	6	20	11%				
WRITING OBJECTIVES							
1. Understand the impact on the reader of placing topic sentences in various positions in the paragraph, and apply this understanding to writing topic sentences in the initial position	4	20	12%	2	35%		
2. Analyze supporting-detail sentences in sample "body" paragraphs to understand the use of specific details for topic sentence support		18	18%	8	32%		
3. Write transitional words to link ideas in sample "body" paragraphs	1	23	14%	3	32%		
4. Write a four-paragraph expository essay drawing upon all writing skills learned so far	6	15	14%	5	31%		

Note:

Of the 27 teachers who used the curriculum materials, 26 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 76

A Summary of Responses to Teacher Self-Reports, TAP #3A
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Note key words to discover core meanings of complicated sentences	1	25	15%	1	30%		
2. Demonstrate reading comprehension of complicated sentences by noting essential points in the sentence	1	26	15%				
WRITING OBJECTIVES							
1. Note core meanings in sentences to understand the need to write complete sentences		25	15%	2	30%		
2. Apply the "three-step test of sentence completeness" to proofread for sentence fragments		6	24%	21	37%		
3. Correct sentence fragments by re-writing to form complete sentences	2	18	18%	7	30%		

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 77

A Summary of Responses to Teacher Self-Reports, TAP #3B
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Practice previously acquired skills in reading and writing to find core meanings of sentences	1	25	12%	1	30%		
2. Discover that some sentence cores include compound subjects and/or compound verbs		27	11%				
3. Note that some sentences contain two cores with a connecting word to show relationship		27	11%				
4. Explicate the importance of understanding various sentence structures	3	24	9%				
WRITING OBJECTIVES							
1. Note core meanings in sentences to understand the distinction between compounding verbs or subjects and writing run-together sentences		26	14%	1	35%		
2. Apply the "three-step test of sentence completeness" to proofread for run-together sentences		22	18%	5	36%		
3. Correct run-together sentences with punctuation or conjunctions		20	19%	7	32%		

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 78

A Summary of Responses to Teacher Self-Reports, TAP #4
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Read sample paragraphs to note the kind of information included in each	1	23	14%	2	30%		
2. Note clue words to select from three choices (time order, comparison-contrast, cause and effect) the appropriate organizational pattern for each paragraph		24	13%	2	30%		
3. Visualize the pattern of each paragraph by entering key words in a chart to show its organization		25	14%	1	30%		
WRITING OBJECTIVES							
1. Study and analyze paragraph patterns in the sample four-paragraph expository essay	3	23	14%				
2. Note supporting details used to organize sample "body" paragraphs	1	24	11%	1	30%		
3. Study and analyze patterns of sample introductory and concluding paragraphs		21	15%	5	30%		
4. Write introductory and concluding paragraphs that complement given "body" paragraphs	7	15	19%	4	33%		

Notes:

1. Of the 27 teachers who used the curriculum materials, 26 completed this TAP.

2. This TAP is a combined version of TAPs 4A and 4B used in the fall semester.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 79

A Summary of Responses to Teacher Self-Reports, TAP #5
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Evolve the meaning of "homograph" by identifying the name common to several dissimilar objects	5	19	10%				
2. Examine a dictionary entry to note multiple meanings of a commonly used homograph	6	19	8%				
3. Discover the function of context in delimiting word meaning	5	19	11%	1	30%		
4. Use sentence context to select appropriate glossary meanings for homographs in an essay	5	19	16%	1	35%		
WRITING OBJECTIVES							
1. Understand from sentence context whether a subject requires a singular or plural verb		18	18%	5	42%	2	68%
2. Note the special subjects that always require singular verbs and those that always require plural verbs	1	17	19%	7	38%		
3. Write a "body" paragraph using correct subject-verb agreement and drawing upon all writing skills learned so far	10	12	17%	3	33%		

Note:

Of the 27 teachers who used the curriculum materials, 25 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 80

A Summary of Responses to Teacher Self-Reports, TAP #6
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Review understanding of the word "time" and note its dictionary definitions	3	22	9%				
2. Study sentences in "body" paragraphs to discover the words used to denote time	1	24	16%				
3. Complete a chart classifying words as expressing past, present or future time	2	23	14%				
4. Note that time words are essential to every sentence in the paragraph	5	20	10%				
WRITING OBJECTIVES							
1. Identify past, present, and future tenses in selected sentences taken from the reading lesson	1	23	17%	1	30%		
2. Identify the nine major active tenses	3	18	14%	4	35%		
3. Demonstrate the ability to use the principal parts of selected regular and irregular verbs, particularly noting the difference between the simple past and the past participle verb forms		21	18%	4	45%		

Notes:

1. Of the 27 teachers who used the curriculum materials, 25 completed this TAP.

2. This TAP is a combined version of TAPs 6A and 6B used in the fall semester.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 81

A Summary of Responses to Teacher Self-Reports, TAP #7
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. Read introductory and "body" paragraphs and note pronouns to identify points of view in each paragraph	1	16	18%	5	39%		
2. Note the influence of point of view on the reader	2	20	12%				
3. Select "body" paragraphs with congruent points of view for inclusion in a unified four-paragraph essay	5	17	14%				
WRITING OBJECTIVES							
1. Note pronoun forms to understand the difference between subject and object pronouns		18	18%	4	33%		
2. Use correct pronoun case with special attention to compound, comparative, and reflexive constructions		17	19%	5	32%		
3. Write a four-paragraph expository essay using correct pronoun case and drawing upon all writing skills learned so far	9	10	20%	3	40%		

Notes:

1. Of the 27 teachers who used the curriculum materials, 22 completed this TAP.

2. This TAP is a combined revision of TAPs 7A and 7B used in the fall semester.

*Sample size (n) and mean percent ($\overline{P}$)

TABLE 82

A Summary of Responses to Teacher Self-Reports, TAP #8
Spring 1976

	Percentage of Time Spent in Class on Objectives						
	no time spent	1%-29% of time		30%-59% of time		60%-100% of time	
	n*	n*	$\overline{P}$*	n*	$\overline{P}$*	n*	$\overline{P}$*
READING OBJECTIVES							
1. analyze and outline a four-paragraph essay in order to understand principles of essay organization	1	9	21%	6	35%		
2. Summarize the essay by using the outline as a guide	2	12	16%	2	43%		
WRITING OBJECTIVES							
1. Review outline techniques as they apply to writing an expository essay	1	14	17%	1	35%		
2. Plan a four-paragraph expository essay based on all essay writing principles studied in this course		12	18%	4	34%		
3. Write a four-paragraph expository essay drawing upon all skills learned in this course	5	7	23%	4	36%		

Note:

Of the 27 teachers who used the curriculum materials, 16 completed this TAP.

*Sample size (n) and mean percent ($\overline{P}$)

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